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ABSTRACT

This curriculum presents community based living skills for moderately and severely mentally retarded students at the middle and high school level. An initial section describes steps for individualizing the curriculum based on an assessment of the needs of individual students, including parent interviews and a community skills assessment. Task analyses of community activities are next outlined, such as street crossing, use of public restrooms, using a pay phone for emergencies, shopping, eating in restaurants, and bowling. The bulk of the document consists of classroom-based activities which serve as rehearsal strategies for students before going into the community. Major sections focus on those activities presented in the task analyses, including social interaction, safety, pedestrian/rider behaviors, using a public restroom, locating and using a pay phone, using a calculator, cashing a check, grocery shopping, and clothes shopping. Sample descriptions of the results of ecological surveys of specific community environments are also provided. Appendices consist of sample behavioral data sheets and forms used in the parent interview and community living skills assessment. A bibliography is appended. (JW)

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COMMUNITY SKILLS TRAINING
FOR MODERATELY AND SEVERELY
MENTALLY HANDICAPPED STUDENTS

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ACKNOWLEDGEMENTS

The Community Skills Program was started in Gwinnett County in 1978 under the encouragement of William Sharpton. This guide is a culmination of ideas and methods that have been found to be successful. The manual was diligently prepared by the teachers involved in the Community Skills Program. This group included: Deanna Luscre, Dorothy Harden, Debbie Quale, LaNita Anglin, Debbie Ellis, Patti Garrett and Carol Quinn.

Special thanks are also given to William Sharpton for his enthusiastic support and encouragement in helping us plan the program.

Additional credit is given to Liz Garrett for her ingenious ideas in teaching functional math skills. Also we were fortunate to have our art teacher, Pat Guill, available to do the illustrations.

And "last but not least," many thanks are in order to Dee Dee Smallman and Patti D. Burns for their invaluable assistance in the organization and typing of the manuscript.

Carol Quinn
Lead Teacher
TMH/SMH Programs

CURRICULUM PHILOSOPHY IN GWINNETT COUNTY

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The moderate and severely mentally handicapped program in Gwinnett County is based on the belief that all children, despite limitations in abilities or difference in outward appearances, have the same basic physical needs, emotional needs and aspirations. To define a child's potential with stereotypic labels that focus on "differences" is to obscure his/her personhood and arbitrarily restrict the child's growth and performance; therefore, teaching students and community members to respect the dignity of all people is a primary program goal.

The purpose of this manual is to describe a process for incorporating a community based program into our existing curriculum. We feel that in order to enhance the future for our moderate and severe population we have to constantly try new techniques as the methodological technology in this area of special education advances. Our school based curriculum has not totally provided alternative ways of reducing the overall handicapping effects of individual impairments or disabilities. If our goal is to maximize the potential of our students for future environments then some amount of training in natural environments will be necessary. Community based instruction refers to training that takes place in actual environments where skills will ultimately be performed. Training in the community ensures that students practice activities under the conditions characteristic of the real world rather than under the artifical conditions of the classroom or a facimile. Teaching in the community gives the opportunity for students to be subjected to the demands of the natural setting rather than the standards of the teacher. Community training provides the opportunity for practice on a total skill rather than only on what can be replicated in the classroom setting.

Community skills training should be both frequent and planned. Community skills should occur as an integral part of the function of IEP objectives, which differentiates it from field trips. Field trips are usually undertaken by the class as a whole; by contrast, community training is provided according to individualized plans. While field trips typically are one time only excursions to a planned site, community training involves regular and ongoing contact with training at the site. Community training should occur on a schedule that provides students frequent practice on priority goals and ensures exposure to the range of variation in the natural environment. Episodic class excursions into the community are not conducive to individualization for continuous progress or systematic instruction.

Training techniques used in community skills training are based on teaching relevant skills that can be performed on several different examples within the community - students with multihandicaps have many skills deficits and slower rates of learning. The skills we teach have to be very functional for the student, and the time spent in skill acquisition has to be minimized. It would not be practical to teach a student to cross every street in Lawrenceville even though the objective may be the student will cross any street. Effective instruction needs to be based on relevant skill demands that are inherent in most situations. The goal of our programming is to achieve a correct response across a full spectrum of trained sites and similar untrained skill sites. The basic teaching techniques used are prompting, shaping, correcting errors and reinforcement of correct responses. Rehearsal strategies are set up in the classroom to teach skills before going into the community. It is important to remember that the students are not always motivated by the activities in the classroom, and have difficulty conceptualizing how classroom training pertains to performing the actual skills out in the community.

PROCEDURES OF IMPLEMENTATION

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In order to develop a curriculum which meets the individual needs for the students in various community settings a parent must be included in the planning process. The first step is to complete an interview form (see appendix B) with the parent. This interview should be completed prior to the IEP. During the interview take into consideration the next and future environments for the student.

The second step would be to complete a community skills assessment on the student. (See appendix B). If the assessment indicates that the student needs community skills training the teacher would take the immediate neighborhood inventory and complete ecological surveys and environmental inventories on the prioritized community skills. Objectives are developed from the assessment and environmental inventories. Third, a staffing should be held to go over the objectives and to get parental permission for the student to participate. (See appendix C). Data collection will be used as the means of charting student progress. (See appendix A for forms).

In order for the student to be able to participate some adaptations may need to be made. The teacher should involve therapists in the process of determining what adaptations can be made. The environmental inventory delineates the skills needed to function in the various community settings. Some students due to handicapping conditions will need to be taught using the principle of partial participation (Baumgart, Brown, Pumpian, Nisbet, Ford, Sweet, Ranier, Hansen and Schroeder, 1980). Even if a student cannot complete an entire skill he should be given the opportunity to participate to the maximum extent possible. For example, teaching a student to hand an envelope of money to a cashier would be a more independent behavior than not letting him pay at all for his meal.

Most teachers find that in order for moderately and severely handicapped students to make progress in the community a staff ratio of 1:4 or less is imperative to giving quality instruction. Students that are using non-verbal communication devices can capitalize on their appropriate use in natural settings. The speech therapist should try to arrange sometime to accompany the students on community training experiences. With appropriate training volunteers can be a great resource in providing community skills training.

The information from the environmental inventories is very helpful in developing task analyses. The task analyses need to reflect the overall functional skills in relation to self initiation and appropriate times to perform the skill. In teaching the skill the teacher needs to systematically use an established interaction pattern.

The rehearsal strategies provide simulation in the classroom to familiarize the student with the sequence of the skill. The teacher may find that some skills need to be taught from the first day in the natural setting. Also, it is important to frequently refer back to the initial interview with the parent to make sure that the rehearsal strategies are taking into account the kinds of present and future environments the student will be entering. Ex., If the only grocery in his neighborhood is a corner market then you would take your ecological inventory from that grocery to plan your rehearsal strategy instead of teaching him supermarket skills.

Community skills training needs to be an intense part of the program for middle and high school aged moderate and severely mentally handicapped students. Training for middle school needs to emphasize street crossing, pedestrian skills and grocery shopping along with appropriate behavior and satisfactory skills in public eateries. Training for secondary students needs to emphasize independence in pay to the nearest dollar, pedestrian skills, consumer skills, i.e., drugstore, grocery shopping, laundromat, barber or beauty shop, post office and banking skills.

The task analyses and rehearsal strategies in this guide will provide a base for a teacher to start a community skills program. In order to keep the training relevant to the student's present and future environments the parent interview is a critical part in planning an appropriate community based program for the student. For some students the example task analyses and rehearsal strategies will only provide a format for the teacher to follow. In order to implement a community based program twice a week the teacher will be required to take on extra job responsibilities of: 1) completing parent interviews, 2) assessing the community and completing ecological surveys and environmental inventories, 3) developing task analyses, 4) completing appropriate assessments, 5) planning the community training weekly and organizing a data collection system, 6) account and plan activities in the classroom for students that will not be involved in community skills training that day, 7) provide age appropriate functional activities, 8) communicate with the therapists about the students' needs in the classroom and in the community, 9) train parents and volunteers to help with community skills training, 10) Communicate with other community skills teachers to see if some students in different classes have similar needs for community skills, 11) Thoroughly scout training areas for location of bathrooms, phones, emergency help, hazardous sites and location of closest hospital. Someone should always know where to locate you and you should always be aware of the facilities available to you in case of an emergency, 12) Provide public awareness about the program and the need for training outside the parameters of the classroom. These extra responsibilities require a committment from the teacher in order for the community based training to be effective.

Another aspect of implementing a community based training program is financial support. Most instruction in the community requires money. Since we are trying to enhance public attitudes towards our students we want them to pay their own way instead of asking for handouts. Some of the ideas that have been resourceful are: 1) For check cashing at a bank write out checks to your students have them endorse and cash the checks and return the money to you to redeposit, 2) For grocery shopping, have parents provide a list of items and sufficient monies, 3) For grocery shopping for a meal to cook have students contribute their lunch money that day, 4) Ask for civic group donations to go into a community skills training account, 5) Ask other teachers if your students can do their grocery or drugstore shopping, 6) For post office traning mail the school's mail or ask for parents or teacher's mail and money to cover postage, 7) For leisure time training ask parents about student's allowance or salaries from a job. Also see if there are jobs your students could do around the school to earn money, 8) Have parents contribute a monthly fee for community skills training, 9) Provide for community skills funding in the budget to cover some of the costs, 10) For medical, barber shop and beauty shop trips have parents send in the monies. These particular skills are usually more for teaching appropriate behavior and the trips are not so frequent to impose an undue burden on the parents' pocketbook. What we are trying to accomplish with these particular skills is to make it easier for the parent to be able to eventually take his or her child for these services.

Hopefully the procedures and examples provided in this manual will be beneficial in implementing an effective community skills program.

TASK ANALYSES

STREET CROSSING

1. Student will walk on uneven terrain
2. Student will step up and down curb without jumping
3. Student will walk down sidewalk without interacting with strangers
    a. The subject does not bump into other pedestrians
    b. The subject greets others when appropriate
    c. The subject does not stare at others
    d. The subject does not engage inappropriate mannerisms
4. Student will walk along curb when no sidewalk present on left side facing oncoming traffic
5. Student will look to right before crossing in front of parking lot
6. Student will cross residential street, looking both ways and crossing street within 5 seconds of street being clear of traffic
7. Student crosses a two lane intersection at a stop sign
    a. Student stops upon arrival at intersection and turns head at least 45° to left and right at least once
    b. Student crosses street within five seconds of intersection being clear of traffic
    c. Student does not stop walking until completely across street
8. Student will cross a two lane intersection with light
    a. Same as 7a
    b. Student starts across street within five seconds of light that he is facing changing to green condition
    c. Same as 7c
9. Student crosses a two lane intersection at Walk/Don't Walk light
    a. Same as 7a
    b. Student starts across street within five seconds of light changing to WALK condition
    c. Same as 7c

CROSSING PARKING LOT
FROM PARKED CAR

1. Student will exit bus or parked car
2. Student will wait beside car for adult
3. Student will proceed across parking lot staying close to parked car
4. Student will stop at last parked car and look both ways before crossing main thoroughfare
5. Student will proceed across to sidewalk

PEDESTRIAN RIDER IN ROUTE

1. Student will locate bus or car
2. Student will open door
3. If riding on bus, student will climb steps to inside of the bus. If riding in a car, student steps into car, closes and locks door
4. Student will sit down in designated seat
5. Student will locate and fasten their seatbelt
6. Student remains in seat for duration of the trip
7. Student will refrain from touching others
8. Student will refrain from waving and talking to strangers while in route
9. Student waits until car is stopped before unfastening seat-belt
10. Student exits vehicle and waits for directions from an adult

PUBLIC RESTROOM

1. Student locates restroom
2. Student chooses appropriate restroom reading signs - men-women, boys-girls, ladies-gentlemen
3. Student opens various types of doors into restroom
4. Student enters empty cubicle
5. Student closes and locks the cubicle door
6. Student attends to necessary tolieting situation
7. Student adjusts clothing before leaving cubicle
8. Student unlocks door
9. Student will wash hands turning on various types of water faucets
10. Student will operate various drying or towel dispensing machines
11. Student places trash in appropriate container
12. Student opens door to exit restroom

USING PAY PHONE FOR EMERGENCY PROCEDURE

1. Student will carry three emergency phone numbers in wallet
2. Student has a quarter and phone number readily available
3. Student picks up receiver
4. Student listens for dial tone
5. Student places quarter in phone
6. Student dials number or uses push button phone
7. Student listens for phone to ring
8. Student relates procedure to use when a wrong number is reached and repeats steps 1-6

   If line is busy, student will locate another number from wallet
9. Student states: "My name is ________. I'm lost."
10. Student relates phone number from pay phone
11. Student waits at phone until someone comes

USING A CALCULATOR IN CLASSROOM

1. Student will match numbers and signs on calculator to written symbols
2. Student will perform one digit horizontal math problems, i.e. 2 + 1=______, 3 - 2=______
3. Student will perform one digit addition problems with sums to ten given equal sign as cue, i.e. $\begin{array}{r} 2 \\ \underline{+3} \\ = \end{array}$
4. Student will perform one digit addition problems with sums to ten fading equal sign, i.e. $\begin{array}{r} 2 \\ \underline{+3} \end{array}$
5. Student will perform one digit subtraction problems, i.e. $\begin{array}{r} 9 \\ \underline{-4} \end{array}$
6. Student will perform mixture of one digit addition and subtraction problems
7. Student will perform two digit addition problems
8. Student will perform two digit subtraction problems
9. Student will perform a mixture of two digit addition and subtraction problems
10. Student will perform three digit addition problems
11. Student will perform three digit subtraction problems
12. Student will perform a mixture of three digit addition and subtraction problems
13. Student will perform three digit addition decimal money problems, i.e. $\begin{array}{r} 3.19 \\ \underline{+2.35} \end{array}$
14. Student will perform three digit subtraction decimal money problems $\begin{array}{r} 9.53 \\ \underline{-2.49} \end{array}$
15. Student will perform a mixture of three digit addition and subtraction decimal problems
16. Student will perform addition and subtaction decimal problems from verbal cues

USING A POCKET CALCULATOR IN A SUPERMARKET
GIVEN VERBAL CUES

1. Student will count the amount of money (dollars) given up to $15.00
2. Student will activate the calculator
3. Student will enter the amount of money given on their calculator
4. Student will locate the price of each item
5. Student will use the calculator to consecutively subtract the price of each item. (After each item subtracted, a subtotal will be reached)
6. When subtotal of no less than a $1.00 is reached student will turn off calculator and proceed to check-out counter

PAY TO NEXT DOLLAR

1. Look at cash register amount
2. Read number to left of decimal up to $15.00
3. Count one more or what number comes next
4. Count out correct amount of dollars
5. Give dollars to cashier
6. Extend hand to receive change
7. Take all change-quarters, dimes, nickels, and pennies and sort on cue cards - 4 quarters, 10 dimes, 20 nickels, 100 pennies
8. When card is full, dump cards into envelope marked $1.00
9. Take dollar envelopes to the bank to be exchanged for dollar bills

CASHING A CHECK

1. Student carries I.D. card and check in wallet
2. Student endorses check in correct place on back, by signing name in cursive or printing name
3. Student presents I.D. card with check to teller
4. Student waits for check to be cashed
5. Student counts money and places in wallet

DRUGSTORE

1. Locates IN door
2. Enter turnstile if present
3. Locate cart or basket area and secure cart or basket
4. Walk through drugstore without grabbing or taking items
5. Identifies different sections of store-deodorant, shampoos, lotions, feminine hygiene, cough and cold remedies, first aide, toothpaste, pharmacy, etc.
6. Identifies up to ten items when pointed out by teacher
7. Locates up to ten items when asked, "Find ___________"
8. Locates 2,4 items from a list, (written or pictures) with teacher supervision
9. Put items in basket or cart and checks list to see that all items are secured
10. Gets in checkout line and pays for items with teacher supervision
11. Pushes cart or carries basket independently through store
12. Independently shops, locating 2, 5, 10 items from a list
13. Checks list to make sure items are secured
14. Independently gets in check-out line after completion of shopping
15. Waits turn appropriately
16. Unloads cart or basket onto counter
17. Waits for service personnel to indicate total
18. Removes money (purse/wallet/pocket)

*19. Pays for items (pays to next dollar)

20. Waits for change
21. Place change in (purse/wallet/pocket)
22. Pick up bag
23. Thank you
24. Locates "OUT" door/leave store
25. Look both ways for traffic when crossing lot
26. Walk to car
27. Put bag in car

*Can use subtraction process with calculator.

USE OF PHARMACY

1. Student identifies a prescription
2. Student locates pharmacy
3. Gives prescription to pharmacist
4. Relate address and phone number if asked
5. Waits for prescription to be filled
6. Take prescription to check-out counter
7. Pay for purchase (pay to next dollar)
8. Locate "OUT" door/leave store

25. Places change in purse/wallet/pocket

26. Collects groceries

27. Thank you

28. Cart Usage (1 bag)

    a. Puts bag in cart if store personnel do not
    b. Pushes to cart area
    c. Removes bag
    d. Replaces cart

29. Cart Usage (over 1 bag)

    a. Puts bags into cart if store personnel do not
    b. Pushes cart out door
    c. Looks both ways for traffic
    d. Crosses lot with cart
    e. Puts groceries into car
    f. Returns cart to front of store

30. Orientation and Mobility

    a. Locates "OUT" door/leaves store
    b. Looks both ways for traffic when crossing lot
    c. Walks to car
    d. Puts grocery bag in car

*Assuming that student has enough money to pay for groceries

SHOE STORE (PIC N PAY)

1. Student enters shoe store
2. Locate proper section for his size (men, women's shoes)
3. Student will locate correct size and style of shoe desired
4. Student will sit on stool, remove his shoes and try on new shoes
5. Student removes new shoes, and replaces his own shoes to feet
6. If student decides to purchase shoes, proceed to check-out counter
7. Student pays for purchase
8. Pick up purchase and exit store
9. If student does not purchase shoes, he will return to correct section

CLOTHING SIZES

1. Student locates specific clothing area in a store
2. Student verbally states or shows personal data sheet to clerk.
3. Student will locate or with help from the clerk locates size, color or style of the item
4. Student tries on clothing item locating the dressing room
5. Student consults with an adult supervisor as to how much money can be spent
6. Student purchases clothing item using pay to the nearest dollar strategy

USING A VENDING MACHINE

1. Student will carry cue cards for vending machine amounts up to 75¢
2. Locate vending machine
3. Locate price on machine
4. Student will match amount on card to amount on vending machine
5. Student will choose coins and match to cue cards
6. Student will insert coins in machine
7. Student will activate machine and choose desired item
8. If machine does not function, student will activate coin return
9. Student will obtain item from machine
10. Student will check machine for change

FAST FOOD

1. Gets out of vehicle
2. Walks to entrance (uses wheelchair appropriately)
3. Pushes door open and enters
4. Walks to counter
5. Waits in line appropriately
6. Decides on food items wanted (checked by teacher)
7. When employee asks "May I help you?," responds with item (verbally or with communication board)
8. Indicates desire to eat there or take out
9. Waits for order
10. Gets out money from pocket, wallet, purse
11. Pays cashier upon request
12. Puts change in wallet, pocket, purse
13. Gets napkin from dispenser -- places on tray
14. Picks up tray
15. Walks with tray without spilling or dropping or throwing
16. Finds empty table or table where classmates already are
17. Puts tray on table and sits down
18. Unwraps food items
19. Opens straw and inserts in cup
20. Opens salt, ketchup, etc. and places on food
21. Eats and drinks without taking food items from others' plates
22. When everyone is ready to go, places all trash on tray
23. Stands up and picks up tray
24. Carries tray without spilling to trash container
25. Empties tray of trash, maintaining hold on tray
26. Places tray on top of trash container
27. Waits until everyone is ready to leave
28. Walks to door (same door entered)
29. Pushes door and exits
30. Walks to vehicle
31. Gets in vehicle

CAFETERIA

1. Student will locate the entrance door to cafeteria and go in
2. Student will follow adult to the serving line
3. Student will pick up tray
4. Student will pick up appropriate silverware and napkin
5. Student will order food and drink using verbalization, sign language or pictorial cues
6. Student will place food on tray and refrain from eating until seated
7. Student pushes tray through line
8. Student will carry tray or follow adult with tray to designated table
9. Student eats food appropriately without grabbing food from others, throwing or spilling
10. Student engages in appropraite conversation at appropriate volume level during meal
11. Student locates bathroom if necessary
12. Takes ticket to cash register and pays for meal
13. Student leaves cafeteria without taking items unless they are free

PIZZA RESTAURANT

1. Enters restaurant
2. Waits for hostess to seat them
3. Sits down at table and remains seated without inappropriate noises or behaviors
4. If capable, student will order pizza and drink from menu
5. Student waits for food to arrive by sitting quietly or playing video games, returns to table when food arrives
6. Student eats pizza appropriately without grabbing food from others, throwing, or spilling
7. Student engages in appropriate conversation at appropriate volume level during meal
8. Locates bathroom if necessary
9. Takes ticket to cash register and pays for meal
10. Student leaves restaurant without taking items unless they are free

USING POST OFFICE

1. Student will locate "IN" door
2. Student will wait in line for his turn
3. Student will proceed to counter and state his needs or give the attendant a note stating what he needs
4. When given the stamp student will pay and wait for change
5. Student will replace change in pocket or wallet
6. Student will move to proper counter and place stamp on item to be mailed
7. Student will drop letter in mailbox
8. Student will leave post office through "OUT" door

USING THE LAUNDROMAT

1. Student will locate an empty washing machine
    a. Sort laundry
2. Loads proper amount of laundry in washer ½ full
3. Close door
4. Measure soap
5. Place soap in proper dispenser
6. Select water temperature, and wash cycle
7. Insert correct change
8. Push in to start
9. Wait for machine to finish before opening door
10. Remove clothes, shaking each item
    a. Check washer for clothes stuck to side
    b. Put in laundry basket and take to empty dryer
11. Open dryer and place clothes inside; close door
12. Select temperature for dryer
13. Insert money
14. Determine if clothes are dry before removing. If not, repeat Steps 13 and 14
15. Remove clothes

*16. Fold clothes

*These steps should be mastered before going into the community to master these skills

BARBER/BEAUTY SHOP

1. Enter shop and give your name to receptionist
2. Sit in waiting area until called
3. Accompany beautician/barber to shampoo area
4. Sit and follow directions while hair is being shampooed
5. Accompany beautician/barber to chair for hair cut
6. Sit in chair with no touching or wiggling while hair is being cut
7. Thank the beautician/barber and go to front of shop and pay
8. Gather belongings and leave shop

BOWLING

1. Walks in door and moves to counter (uses wheelchair appropriately
2. Waits appropriately for service personnel
3. Communicates shoe size
    a. Verbalizes
    b. Shows shoe card
4. Secures shoes - carries to lane
5. Puts on bowling shoes
6. Locates ball rack
7. Discriminates between heavy/light ball
8. Checks finger size on ball
9. Carries ball to ball return
10. Places ball on ball return
11. Takes turn when appropriate
    a. Goes to ball return and picks up ball
    b. Places fingers in ball correctly (optional)
    c. Carries ball to foul line
    d. Rolls first ball
    e. Waits at ball return
    f. Picks up ball/carries to foul line
    g. Rolls second ball
    h. Returns to seat
12. When game is finished
    a. Removes bowling shoes
    b. Puts on street shoes
    c. Returns bowling shoes to counter
    d. Returns to ball return
    e. Picks up ball
    f. Returns ball to rack
    g. Goes to counter
    h. Waits appropriately for service personnel
    i. Communicates number of games played
    j. Pays for game(s)
    k. Waits for change
    l. Says thank you
13. Collects personal belongings

TASK ANALYSIS LITE-BRITE

Phase I: Instructional Objective-Given Lite-Brite, a design sheet of dots, and 10 colored pegs, the student will place the pegs on the Lite-Brite screen.

Step 1: Pick up one peg with the preferred hand.

Step 2: Hold the rounded end of the peg between the thumb and the index finger.

Step 3: Push the peg through a dot on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 4: Pick up the second peg with the preferred hand.

Step 5: Hold the rounded end of the peg between the thumb and the index finger.

Step 6: Push the peg through a dot on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 7: Pick up the third peg with the preferred hand.

Step 8: Hold the rounded end of the peg between the thumb and the index finger.

Step 9: Push the peg through a dot on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 10: Pick up the fourth peg with the preferred hand.

Step 11: Hold the rounded end of the peg between the thumb and the index finger.

Step 12: Push the peg through a dot on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 13: Pick up the fifth peg with the preferred hand.

Step 14: Hold the rounded end of the peg between the thumb and the index finger.

Step 15: Push the peg through a dot on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 16: Pick up the sixth peg with the preferred hand.

Step 17: Hold the rounded end of the peg between the thumb and the index finger.

Step 18: Push the peg through a dot on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 19: Pick up the seventh peg with the preferred hand.

Step 20: Hold the rounded end of the peg between the thumb and the index finger.

Step 21: Push the peg through a dot on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 22: Pick up the eighth peg with the preferred hand.

Step 23: Hold the rounded end of the peg between the thumb and index finger.

Step 24: Push the peg through a dot on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 25: Pick up the ninth peg with the preferred hand.

Step 26: Hold the rounded end of the peg between the thumb and index finger.

Step 27: Push the peg through a dot on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 28: Pick up the tenth peg with the preferred hand.

Step 29: Hold the rounded end of the peg between the thumb and index finger.

Step 30: Push the peg through a dot on the design sheet until the peg is securely attached to the Lite-Brite screen.

Phase II: Instructional Objective-Given Lite-Brite, a simple design sheet (A design), and 10 colored pegs, the student will place the pegs on the Lite-Brite screen.

Step 1: Pick up one peg with the preferred hand.

Step 2: Hold the rounded end of the peg between the thumb and index finger.

Step 3: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 4: Pick up the second peg with the preferred hand.

Step 5: Hold the rounded end of the peg between the thumb and index finger.

Step 6: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 7: Pick up the third peg with the preferred hand.

Step 8: Hold the rounded end of the peg between the thumb and index finger.

Step 9: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 10: Pick up the fourth peg with the preferred hand.

Step 11: Hold the rounded end of the peg between the thumb and index finger.

Step 12: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 13: Pick up the fifth peg with the preferred hand.

Step 14: Hold the rounded end of the peg between the thumb and the index finger.

Step 15: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 16: Pick up the sixth peg with the preferred hand.

Step 17: Hold the rounded end of the peg between the thumb and the index finger.

Step 18: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 19: Pick up the seventh peg with the preferred hand.

Step 20: Hold the rounded end of the peg between the thumb and the index finger.

Step 21: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 22: Pick up the eighth peg with the preferred hand.

Step 23: Hold the rounded end of the peg between the thumb and the index finger.

Step 24: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 25: Pick up the ninth peg with the preferred hand.

Step 26: Hold the rounded end of the peg between the thumb and the index finger.

Step 27: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 28: Pick up the tenth peg with the preferred hand.

Step 29: Hold the rounded end of the peg between the thumb and the index finger.

Step 30: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Phase III: Instructional Objective-Given Lite-Brite, a complex design sheet (B design), and 10 colored pegs, the student will place the pegs on the Lite-Brite screen.

Step 1: Pick up one peg with the preferred hand.

Step 2: Hold the rounded end of the peg between the thumb and the index finger.

Step 3: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 4: Pick up the second peg with the preferred hand.

Step 5: Hold the rounded end of the peg between the thumb and the index finger.

Step 6: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 7: Pick up the third peg with the preferred hand.

Step 8: Hold the rounded end of the peg between the thumb and the index finger.

Step 9: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 10: Pick up the fourth peg with the preferred hand.

Step 11: Hold the rounded end of the peg between the thumb and the index finger.

Step 12: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 13: Pick up the fifth peg with the preferred hand.

Step 14: Hold the rounded end of the peg between the thumb and the index finger.

Step 15: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 16: Pick up the sixth peg with the preferred hand.

Step 17: Hold the rounded end of the peg between the thumb and the index finger.

Step 18: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 19: Pick up the seventh peg with the preferred hand.

Step 20: Hold the rounded end of the peg between the thumb and the index finger.

Step 21: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 22: Pick up the eighth peg with the preferred hand.

Step 23: Hold the rounded end of the peg between the thumb and the index finger.

Step 24: Push the peg through a letter on the design sheet until the peg is securely attached to the Lite-Brite screen.

Step 25: Pick up the ninth peg with the preferred hand.

Step 26: Hold the rounded end of the peg between the thumb and the index finger.

Step 27: Push the peg through a letter on the design until the peg is securely attached to the Lite-Brite screen.

Step 28: Pick up the tenth peg with the preferred hand.

Step 29: Hold the rounded end of the peg between the thumb and the index finger.

Step 30: Push the peg through a letter on the design until the peg is securely attached to the Lite-Brite screen.

REHEARSAL STRATEGIES

I. BEHAVIOR IN THE COMMUNITY

A. The student behaves courteously

1. During everyday activities and conversations with the student, say, "Please," "Thank you" and "Excuse me," at appropriate times. Tell the student that people with good manners use these words when speaking and working with others. Encourage the student to say, "Please," "Thank you," "Excuse me" and other courteous responses at appropriate times.

2. Role play a variety of situations requiring courteous responses. If the student responds courteously, ask him why he said, "Please," "Thank you" etc. Discuss courtesy and good manners. Stress the use of good manners and courteous responses as important behavior when meeting new people, seeking employment, during work, and in all activities of daily living.

3. Take the student on a field trip to a shopping center. Purchase something, and point out that the salesperson is courteous, e.g., she says "May I help you?" and "Thank you," when waiting on you. Encourage the student to use good manners as a consumer, e.g., when asking for help with purchases, tell him to say, "Will you please help me?" and when getting change after paying for something, tell him to say, "Thank you."

4. Take the student to a building with an elevator. Demonstrate entering and leaving the elevator, and saying "Excuse me," as you step in front of persons in the elevator or when you want to pass by someone in the elevator. Encourage the student to imitate your actions. Praise the student's courteous behavior.

5. Take the student to crowded places. Show him how to move in crowds by saying, "Excuse me," when people are blocking the way. Encourage the student to imitate your actions. Praise his courteous behavior.

B. The student greets people in a socially acceptable manner

1. As the student arrives at the classroom or learning area, greet him. Use a variety of greetings, e.g., "Good Morning, Steven," "Hello, John." "Hi, how are you today?" etc. Encourage the student to respond appropriately, either repeating your greeting, "Good morning, Miss Smith." or answering your question, "I'm fine, thank you." For the nonverbal student, a smile or nod to acknowledge the greeting is acceptable. Practice.

2. Role play a variety of situations that require the student to greet others. Encourage the student to respond in a socially acceptable manner.

3. Encourage the student to greet his peers and other individuals in the classroom or learning area. Explain that "Hi," is an acceptable greeting for peers but not for adults and people they do not know very well. The student should say, "Hello." "Good morning." "Good afternoon." or "Good Evening." to these people. Practice.

4. When introducing the student to peers, stress that a verbal greeting is sufficient. When introducing the student to adults, tell the student that a verbal greeting and a handshake may be necessary. Tell the student to shake hands only if the other person offers his hand first. Discourage the student from shaking hands with each other as a form of greeting.

C. The student asks for help when needed

1. As the student participates in activities in the classroom or learning area, ask him if he needs help. If he says "Yes," assist him. If he says, "No," tell him to be sure to ask for help if he needs it later on.

2. Show the student a picture of a policeman. Whenever possible, use a Polaroid picture. Tell the student that if he is lost or in trouble, he should go to a policeman for help. Role play being lost and asking a policeman for help. Practice.

3. Take the student shopping at a grocery store. Point our salesperson, e.g., a name tag, uniforms, smocks, standing beside the cash register, etc. Tell the student that when he is shopping and unsure of what to buy or where items are located, he should seek the help of a salesperson. Role play the situation.

D. The student controls his temper when angry.

1. From magazines, cut pictures of faces showing a variety of expressions (sad, happy, angry, etc.). If you are unable to find magazine pictures suggesting emotions, draw simple faces, and put a variety of expressions on thme. Show the pictures to the student, and ask him to tell you what the people in the pictures are feeling. Practice with the student, using a variety of pictures.

2. Role play a number of situations that might arouse the student's anger. Discuss ways of controlling anger, e.g., counting to 10, thinking of something pleasant, leaving the aituation that is causing the angry feelings, etc. Practice.

3. As situations occur in the student's daily life which cause him to feel angry, help him to control his temper. Remove the student from the situation, and find an outlet for the student's anger, e.g., initiate a physical type of activity or start an activity of interest to the student.

4. Encourage the student to verbalize or to indicate his anger. Discuss the anger-provoking situation, and help the student to control his anger by goiding him into other situations or activities. Stress that fighting and other socially unacceptable beahviors such as biting, kicking, screaming, etc., are not appropriate or productive outlets for his anger.

E. The student does not interfere with the privacy of others

1. Tell the student that he should not walk into bathrooms, bedrooms, or other rooms whose doors are closed unless he first knocks on the door, asks, and waits for permission to enter. Role play a variety of situations. In a situation using a bedroom with a closed door, tell the student to knock, ask permission to enter, and enter when told to do so. In other situations, such as when you are in a bathroom, tell the student he may not come in and must wait. Praise him if he role plays appropriately.

2. Take the student to a dentist's or doctor's office. Point out to the student how quietly everyone is waiting in the office. Tell the student that the people are waiting for their name to be called. Explain to him that when his name is called, it is his turn to privately see the doctor or dentist. Wait for another person's name to be called, and priase the student if he does not attempt to go with that person. If he does attempt to go into the doctor's examining room before his name is called, remind him that he must wait until his name is called.

3. Role play a nap or going to sleep. Tell the student that he should not disturb people who are sleeping. At nap time or other quiet times during the day, reward the student for not disturbing his peers. Emphasize how pleased you are that he is respecting the privacy of others.

4. Point out to the student several lunch boxes that his classmates have brought in. Tell him that what is in other people's lunch boxes belongs to them, and he should not open up or handle packages, notes, or other objects that belong to other students. During the day, place the student in a situation that allows him free access to his peer's lunch boxes. Praise him if he respects the privacy of others.

F. The student does not sniff at people and objects

1. Place pleasant smelling objects in front of the student, e.g., perfume, flowers, and foods. Stand a short distance from the objects, and comment on their odors. Say, "Perfume smells good!" "Flowers smell good!" "Pancakes smell good!"

2. Place objects that do not have smells in front of the student, e.g., coins, paper, clothing, etc. Identify and name each object. Comment by saying, "This is a penny. It belongs in your pocket or purse and should not be sniffed or smelled." Encourage the student to imitate your actions by naming, identifying and commenting on the various objects. Stress that there is no need to sniff the objects. Practice using a variety of objects.

3. Place bad smelling and good smelling items around the room. Indicate that those items can be smelled without sniffing because their smell "comes" to you. Say, "I do not have to sniff things, because if they have a smell, it comes to me." Point out the items in the room, and ask the student if he is able to smell them. Indicate through speech and facial expression, those that smell good and those that smell bad. Practice using a variety of items.

4. Plan a cooking activity. Prepare foods that have definite smells. Serve the food to the student. If the student tries to smell the food by putting it to his nose or be putting his face close to it, say, "Sit back and let the smell come to you. Doesn't it smell good?" If the student sits back, reward him by allowing him to eat the food.

5. If the student smells or sniffs at people, provide him with alternate ways of making contact or gaining the attention of others, such as word, gesture, or other non-physical contact. Demonstrate shaking hands, waving, smiling, or saying "Hello" and encourage the student to imitate your actions.

G. The student waits whenever necessary

1. In between classroom activities, tell the student, "You may relax for 5 minutes, and then we will continue our work." When the 5 minutes have passed, say, "Okay, the 5 minutes are up. It is time to get back to work." Repeat the activity, using different time intervals.

2. Plan a cooking activity with ingredients that must cook or set for a specific amount of time, e.g., hard-boiled eggs or tapioca. Set the timer, and tell the student he must wait while the food cooks or sets.

3. Five minutes before dismissal or bus time, tell the student to get his coath and things together. Once he has done so, say, "You have 4 minutes to wait before it is time to go." At the end of the time interval, tell the student, "The time is up. You may leave, and thanks for waiting so patiently."

4. When the student asks for help and it is not an emergency, tell him, "Wait 1 minute, and I will help you." At the end of a minute, help the student, and thank him for waiting so patiently.

5. Role play visits to the doctor, dentist, barber, and/or beauty shops. Set up a waiting room. Explain to the student that the doctor is late, and there will be a 5-, 10-, 15-, or 20- minute wait. Encourage the student to look at magazines or to converse quietly with a friend until the waiting time is up.

6. When the student and a peer want to use the same toy, game, or equipment, tell them they must take turns. Tell the student he may use the equipment for 10 minutes, and then he must give it to the peer. Set a timer for 10 minutes. When the timer rings, tell the student to give the equipment to the peer. Praise the student for sharing and the peer for waiting patiently. Set the timer for 10 minutes and, when the timer rings, tell the student to put the equipment away.

H. The student behaves in an acceptable manner when using private and public transportation

1. Show the student pictures of transportation vehicles, e.g., car, bus, taxi, train, airplane, subway, etc. Identify and name each picture. Ask the student which transportation vehicles he has ridden in. Explain that when using cars, buses, trains, taxis, airplanes, and subways we must observe saftey rules and be considerate of other riders.

2. Ask the student to help you as you write down a list of rules, safety as well as social, that a person should follow when using public or private transportation. For nonreading students, make a pictorial list of rules. Discuss the rules with the student.

3. Take the student on field trips. Use a variety of transportation vehicles. Before the trip, review the safety and social rules list for that vehicle, e.g.,

a) School bus rules may be
    1) Stay in your seat
    2) No shouting or loud conversation
    3) No pushing or shoving

b) Public transportation bus rules may be

1) Stay in your seat
2) Do not start conversations with strangers
3) Say, "Next stop, please" to the driver when you want to get off the bus

Reward the student for behaving in an acceptable manner when using public or private transportation.

4. Role play a variety of situations that might occur when the student is using public or private transportation, e.g., no seats available on a public transportation bus, the student needs to purchase bus tokens, checking the taxi meter against the amount the taxi driver tells him, etc. Demonstrate socially acceptable behavior in these situations, and encourage the student to imitate your actions.

5. Show the student pictures of people behaving inappropriately while using transportation vehicles, e.g., people with their heads outside bus and car windows, students yelling or playing on a moving school bus, etc. Ask the student to tell you what the people in the pictures are doing that is against the rules. Refer to the list mentioned in Activity 2. Practice using a variety of pictures.

I. The student behaves in an acceptable manner when receiving services

1. Show the student pictures of people at the barber shop, beauty parlor, doctor's office, department store, bank, or any other public place the student uses or may need to use in the future. Discuss what the people in the pictures are doing, e.g., sitting quietly, looking at magazines, conversing quietly while waiting their turn in line, politely requesting help from a salesman, etc. Ask the student if he has been to any of the places shown in the pictures. If he has, tell him to describe how he behaved. Talk about whether or not the student acted in an acceptable manner.

2. Ask the student with you when you go shopping, to the bank, to a doctor's office, etc. Demonstrate acceptable behavior, and tell the student to imitate your actions.

3. Role play a variety of situations in which the student receives public services. Demonstrate acceptable behavior, and encourage the student to imitate your actions.

4. When the student has appointments or is planning a shopping trip or trip to the barbers, repeat Activities 1 and 3 using pictures, and in a role play discuss and demonstrate acceptable behavior in public places.

5. Ask parents, guardians, or other significant persons to take the student with them to variety of public places. Remind them to encourage the student to behave in an acceptable manner and to reinforce and reward him when he does so.

J. The student behaves in an appropriate manner in places requiring quiet

1. Read the student stories in which the characters attend movie theaters, visit someone in the hospital, go to a wedding, confirmation, bar mitzvah, or other religious function, or are hospitalized. Point out the character's behavior, noting that that person is being quiet and paying attention to what is going on.

2. Set up chairs in the learning area or auditorium to simulate a movie theater. Show a movie or filmstrip, and encourage the student to act as he would in a movie theater (paying attention to the movie, speaking in a quiet voice so as not to disturb others, sitting still in his seat, not getting up and down repeatedly to buy refreshments or to use the bathroom).

3. Plan a field trip to a movie theater. Before going to the movies, remind the student how you expect him to act. Go to the movies. Encourage the student to behave in an appropriate manner. Praise him for behaving appropriately.

4. Role play hospital situations, both visiting a patient and being a patient. Remind the student to walk quietly and to speak in a quiet voice, to be polite to hospital personnel and other visitors and to obey hospital rules (age requirements for visitors, visiting hours). Repeat the activity so that the student plays the role of the patient as well as that of the visitor.

5. If the student is old enough and a family member or friend is hospitalized, accompany him when he visits them. Remind him to obey the hospital rules. Praise him for acting in a responsible manner.

6. When the student is planning to attend a wedding, baptism, bar mitzvah, or other religious event, discuss the event with him. Explain what will happen at the event and tell the student the kind of behavior that will be expected of him. Simulate the occasion through role play. Demonstrate appropriate behavior and encourage the student to imitate your actions.

II. Safety in the Community

A. The student does not enter into conversations or go anywhere with strangers

1. Explain to the student that he may say "Hi" or "Hello" in response to the greetings of strangers he meets as he walks about in the community. Warn him, however, that he sould never get involved in a conversation with a stranger unless a responsible person is nearby.

2. Warn the student that strangers, on occasion, might ask him to go with them. Caution him to refuse. Tell him to leave immediately after giving his refusal.

3. Observe the student as he moves about the community. If he becomes overly friendly with strangers, reprimand him.

4. When you need to talk briefly to strangers, act as a model of polite behavior.

B. The student avoids exploitation

1. Role play a variety of situations that depict persons being taken advantage of or exploited, e.g., someone taking money from another person, a stranger making sexual advances to a student, a person giving a student a job, but not paying him, etc. Talk about the situations, and explain that one person is taking advantage of another person. Tell the student not to allow people to take advantage of him.

2. Discuss with the student the safety factors involved in carrying money. Tell him to carry money in a wallet in a buttoned pocket, a purse, or a pocket. Remind the student not to give his money away and not to tell strangers that he has money.

3. Talk to the student about door-to-door salespeople. Remind the student not to purchase items or to sign any papers unless a responsible person is present to advise him. If the student is interested in purchasing something but no responsible person is present, tell him to ask the salesperson to come back at another specific time when a responsible person will be present. A reputable salesperson will return.

C. The student only accepts rides from responsible persons or from others when a responsible person has given permission

1. Make a list of responsible persons from whom the student can safely accept a ride. Check with parents or guardians. Make a chart (Figure 1) showing the student as a passenger in a car with a picture of a responsible person pasted in the driver's seat. Use as many cars as necessary to picture each responsible person as driver. Use the completed chart to teach the student to recognize those people from whom he can accept rides. Encourage the student to use the chart to check whether he should accept a ride. A wallet size version of the chart would make checking easier. Remember to include your picture.

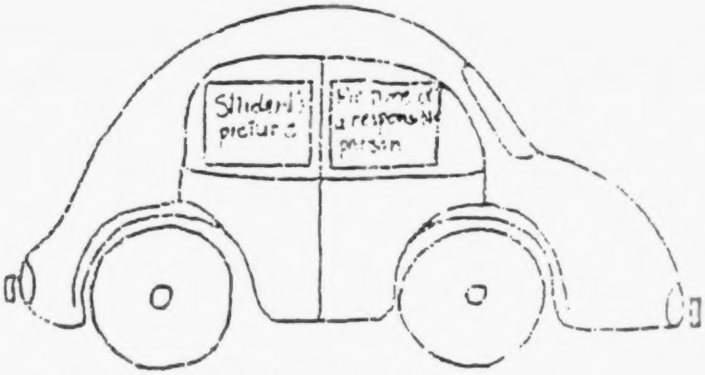

Student's picture
Picture of a responsible person

Figure 1: Accepting rides chart.

2. Play the game of "Car Rider." In this game, the student is rewarded if he accepts a ride from a person found on his chart and gets a double reward when he rejects an offer from a person not on his chart.

3. Explain that, on occasion, a person might offer him a ride in a car and then harm him. Explain further that even though this danger does not occur too often, it is better to be safe now that sorry later. Tell him that because of the few people who might want to harm him, he should not accept a ride from anyone who is not on his list except when he receives special permission from a responsible person.

4. Tell the student that a situation might occur in which a person not on his list might want to take him for a ride. Explain that a responsible person on his chart must say that he may go before he can consider going.

D. The student, when shopping or on an outing, keeps his paper money in a wallet or billfold in a buttoned back or a side pocket of his pants

1. Bring an adult male into the classroom. Tell him to show the student that he keeps his paper money in a wallet, in a side pocket, or in a buttoned back pocket of his pants. Explain that the back and side pockets, especially buttoned ones, help protect the money in your wallet because it is difficult for a wallet to fall out of one of these pockets. Warn the student not to carry his wallet in the pockets of outer clothing becuase it could fall out or be lost when the outer clothing is removed.

2. Encourage the student to place his paper money in a wallet and to keep his wallet in a buttoned back or side pocket. Praise him for being careful and responsible in carrying money in his wallet in a safe manner.

3. Arrange shopping trips. Take the student shopping to purchase needed items for himself or the classroom. Before leaving for shopping, ask the student to check his wallet for his money. If the student places his wallet in a buttoned back or a side pocket, praise him. If he does not, instruct him to do so, and review Activity 1.

4. Check the student periodically to see if he is carrying his wallet in a safe manner.

E. The student keeps loose change in a pocket or change purse

1. Show the student that you keep your change in a pocket or change purse. Do not encourage a male student to use a change purse unless he absolutely cannot keep his change in a pocket. At lunch, give the student change for milk, and encourage him to put the change in his pocket (or her change purse.)

2. Encourage the student to purchase milk, an apple, or lunch at school. As he arrives at school, ask him where his lunch money is. Praise him if he has it in his pocket. Praise the female student if she has her change in a pocket or change purse.

3. For lunch, take the student to an area where there are vending machines (cafeteria, snack area, lunchroom). Assist the student as he chooses the items he wants to purchase from the vending machines. Tell the student to take his change out of his pocket and to select the coins he needs to purchase his selections. Remind the student to place the remaining change in his pocket. Comment on how responsible the student is to be able to carry his change and to use it for purchasing needed items.

4. Encourage parents or other adults with whom the student resides to remind him to carry change in a pocket or change purse rather than in his hand.

5. Send the student on errands that require carrying change, e.g., taking lunch money to the office, going to the store for bread or milk, etc. Encourage him to place the change in his pocket for safe keeping rather than holding it in his hand. Praise the student for doing the errand.

F. The female student keeps her money in a wallet or change purse in an inside pocket of her handbag and keeps her handbag within reach at all times.

1. When applicable, show the student your handbag. Tell the student that you keep your personal things in your handbag, e.g., wallet, change purse, comb or brush, makeup, tissue or handkerchief, and keys. Point out that you keep your handbag closed and close to you for safety reasons. If there are zipper compartments in your purse, place your wallet inside one, and tell the student you are doing this to be sure the wallet does not fall out of your handbag. If you are male, borrow a handbag from a female friend, or ask a female colleague to visit your learning area.

2. Encourage the female student to carry a handbag and to keep her wallet and change purse in the handbag. If there is a zipper compartment in the handbag, demonstrate putting the student's wallet into the compartment and zipping the compartment closed. Remove the wallet. Tell the student to imitate your actions, place her wallet in the zipper compartment, and zip it closed.

3. Send the student on errands that require her to carry money in her wallet. Encourage the student to place the money in her wallet and her wallet in her purse. When the student has done the errand, praise her for being responsible in handling the money and carrying out the errand. Remind the student that when she is shopping, she should keep her handbag in her hand at all times to avoid losing it.

4. Encourage parents and other responsible adults with whom the student lives to give the student chores and errands that require the carrying of money. Remind the student to keep her handbag with her at all times to avoid losing it.

5. Take the student on shopping trips to purchase items for herself or for the classroom. Tell her to put her money in her wallet and to place her wallet in her handbag (in a zipper compartment if there is one.) As the student selects items and pays for them, remind her to take the wallet out of her handbag, the money out of her wallet, and return the wallet to her handbag. Priase the student for being responsible in handling money and using it to purchase needed

items. Remind the student to keep her handbag over her shoulder (shoulder bag) or in her hand at all times to avoid losing it.

G. The student avoids ruts, holes, and other uneven surfaces

1. Assist the student in avoiding ruts, holes, and other uneven surfaces. Take him along sidewalks to a park or playground in the neighborhood. Call the student's attention to curbs, holes, and ruts in the dirt on the playground. Demonstrate safely stepping over them and going around larger ones to avoid stepping into them and falling or tripping. Assist the student in doing the same.

2. In the classroom, construct uneven surfaces. Place mats on the floor, and put balls or blocks of wood under them to produce uneven surfaces. Also, place boxes or large pieces of wood on top of mats. Lead the student over the mats. Encourage him to safely step or move over small bumps, uneven areas, and around larger uneven areas. Ask the student to practice traveling over the mats safely and independently. Explain that when he is outdoors in the community, he should avoid similar uneven surfaces.

3. Get large sheets of foam rubber, and place them in the classroom or on the playground. Cut holes and large ridges in the foam rubber to simulate pot holes and ruts. Demonstrate safely stepping or moving over holes and ridges and avoiding them. Help the student to walk or move over the foam rubber with you. Encourage the student to practice walking or moving over the foam rubber independently. Explain that while walking, moving, or playing outside, he should avoid similar ruts and holes.

H. The student safely walks or moves, using a wheelchair, up and down inclines, hills, and ramps

1. Assist the student in safely walking or moving up and down hills and inclines. Demonstrate this to the student, and help him to do the same. Exercise caution. The wheelchair student must know how to use brakes as a prerequisite to this activity.

2. Take the student on a field trip to a shopping center that has ramps either between shopping levels or in the parking garage. Demonstrate to him how to safely walk or move up and down ramps and inclines. Utilize railings when available. Assist the student as he walks or moves up and down with you. Encourage him to safely walk or move up and down independently.

3. Construct or borrow ramps for short stairways (two or three steps), or place wide heavy pieces of 1/2-inch plywood (4 x 8 feet) over the stairs. If necessary, place two wooden poles or rails at each end of the ramp. String a clothesline between the rails to make a rope railing.

Demonstrate how to walk or move over the ramp safely. Encourage the student to practice walking or moving up and down the ramp safely. Use ramps to enter and to leave the building whenever possible.

4. Take the student to a park or playground that has hilly areas. Demonstrate safely walking or moving up and down the hills. Show him how to overbalance, i.e., leaning forward going uphill and backward going downhill, to avoid losing his balance. Practice.

I. The student safely walks or moves, using a wheelchair, on sidewalks

1. Assist the student in walking or moving safely on sidewalks. Take him to a playground area or to sidewalks surrounding the school building. Help the student to walk or move safely on the sidewalks during recess or break time.

2. Construct a town in the classroom. Show the student how to make houses (small, brightly painted milk cartons are good for this), stores, trees, road, and sidewalks. Call attention to the fact that sidewalks often run beside streets. Stress the fact that streets are for cars, sidewalks are for people.

3. Construct a sidewalk system within the classroom. Tape large pieces of tagboard to the floor to form sidewalks leading from seating areas to work and play areas, doors, and bathrooms. Expect the student to safely use the sidewalks to travel within the classroom.

4. Take the student on a field trip to a place in the neighborhood where the sidewalk is uneven. Point out that some parts of the sidewalk are higher than others. Assist the student as he practices safely stepping or moving over uneven areas of the sidewalk. Stress that he must watch where he is walking to avoid tripping, falling, or tipping over in his wheelchair.

J. The student safely steps or moves, using a wheelchair, up and down curbs

1. Assist the student in safely stepping or moving up and down curbs. Help the student to practice safely stepping or moving up them. If he has difficulty judging the height of a curb or the distance he should step to reach it, ask him to walk up to the curb until the toes of his shoes are against it. Help the student to lift his foot up the curb and to slide his foot onto the sidewalk. Do the same for the second foot. Once the student does this a few times and gets the feel of the curb height, tell him to step up on it without measuring it with his foot. Practice.

Say, "Good job" each time the student safely steps up and down curbs.

2. Call the student's attention to the curb. Tell him to step down. If he has trouble stepping, ask him to stand near the edge of the curb. Tell the student to place the heel of his foot against the edge of the curb and to slide it down until it is flat on the street or ground beneath the curb. Repeat with the other foot. Once the student has done this a few times and is more familiar with stepping off the curb, encourage him to step down without using his foot to measure the curb.

3. Take the student on a walking field trip where he is required to safely step or move up and down curbs. Plan the trip so that the student must make maximum use of curbs.

4. Play Follow the Leader on the playground or in the classroom. Expect the student to step or move up and down the curbs outdoors or on curb-height objects placed within the classroom or learning area.

K. The student walks or moves, using a wheelchair, on streets only when crossing them and, when crossing, does so safely

1. Assist the student in safely crossing streets when walking or using a wheelchair. Take him to a street that is not very heavily traveled. Discuss the safety involved in crossing streets independently. Tell the student to always stop before stepping off the curbs, look all around both ways to be sure the street is clear, and listen for the sound of cars or sirens. Allow the student to cross the street when it is safe.

2. Make "Walk" and "Don't Walk" signs, or obtain those that are made commercially. Practice with the student until he does what the signs tell him to do. Stress that even when he sees a "Walk" sign, he should still stop, look, and listen before crossing the street.

3. Take the student on field trips within the neighborhood. Point out "Walk" and "Don't Walk" signs. Allow him to safely cross streets by himself using the signs as a guide and obeying the rules and precautions he has been taught. Reinforce by giving the student a teacher-made badge that says, "I obey traffic rules."

4. Take the student on a field trip within the neighborhood. Point out crosswalks. Explain that they are used by pedestrians to guide them safely across the street. Assist the the student in using the crosswalks to cross the street, but only after he has stopped, looked, listened, and ascertained that it is safe to do so.

5. Within the school building, set up streets made of sheets of heavy paper or gym mats. Mark crosswalks, and construct "Walk" and "Don't Walk" signs. A volleyball net post with the sign stuck on it is an easy way to do this and allows the sign to be easily changed. Tell the student to practice crossing within the crosswalks and to obey the signs. Encourage him to use the street when changing positions between activities or as a separate activity.

L. The student safely walks or moves, using a wheelchair, through doors

1. Begin by helping the student to locate all the doors in his home or living area. As he locates each door, open it to see where it leads and what is on the other side. Point out safety hazards such as approaching a frequently used door that might open as he approaches it. Explain the dangers involved in walking or moving through swinging doors, e.g., collisions and the swingback. Warn the student to be careful of all doors that have return devices because he might be hurt by the rapid swinging back of the door.

2. Demonstrate how to open a door that binds or sticks. Also, remind the student to tell a responsible person so that the sticking door can be repaired.

3. Show the student how to use the strike plates on doors to open them. Encourage imitation, and reward the student for using these plates.

4. Tell the student as he walks or moves about in his wheelchair to be careful of door stops on doors and walls. Go through his home or living area with him to locate all door stops. Explain the dangers of walking into them.

M. The student safely walks or moves, using a wheelchair, among people in small groups and crowds

1. Assist the student in safely walking or moving, using a wheelchair, among people in small groups and crowds. Plan an assembly or school meeting. Allow the student to pass informally, not in lines, to the meeting place. Encourage him to safely walk or use his wheelchair among his peers to get to the meetings. If the student gets stuck, help him to move around people.

2. Practice placing the student in line in the classroom to receive daily materials. Then take him to a fast food restaurant where he is required to be in one of a number of lines and then safely move among people while taking his food to his table. Repeat this activity daily in the school cafeteria, if there is one.

3. Take the student on a field trip to a neighborhood shopping center. Tell him to safely walk or move, using his

wheelchair, through crowds on the sidewalks and through groups of people in the streets.

4. Take the student to a baseball or basketball game. Get seats in the bleacher that will require the student to move through crowds of spectators. Students in wheechairs will usually be given special seating consideration, if you call ahead for tickets and explain the situation.

5. When appropriate, take the student to a parade. Walk or move with him among the crowds of people.

N. The student safely turns corners when walking or using a wheelchair

1. Assist the student in safely turning corners when walking or using a wheelchair. Tell him to walk or to use a wheelchair to go down the hallways of the school. As he approaches a corner, demonstrate safely turning the corner. Ask the student to follow you. The student who has trouble turning the corner may need additional practice.

2. Using colored masking or Mystik tape, tape a line down the school hallway and around a corner. Ask the student to walk on the line or to move over the line in his wheelchair and to safely turn the corner.

3. Use large appliance boxes or other large object to form corners within the classroom or learning area. Place them in walking areas; tape a line leading to the corners and around them. Send the student, walking or in his wheelchair, on errands that will take him past the corners within the room. Remind him to safely turn the corners.

4. Play Follow the Leader. Ask the leader to lead the student and his peers, both walking and in their wheelchairs, around corners. This game may be played indoors and out. Remind the student to safely turn corners, watch where he is going, look to see if anything is blocking the area around the corner, go slowly around corners, watch for other people, etc.

5. Construct a maze using large portable blackboards, desks, tables, and other large pieces of furniture. Be sure that maze corridors are wide enough to accomodate wheelchairs. Tell the student to move through the maze, safely turning the various corners.

6. Take the student grocery shopping. Go up and down each aisle so he will have to turn corners at each end. Remind the student to obey saftey rules when turning corners.

O. The student safely uses aisles when walking or using a wheelchair

1. Assist the student in walking or moving, using a wheelchair, in aisles. Set up aisles in the classroom, and ask the student to practice safely walking or moving in the aisles. With a student who has difficulty negotiating aisles, take him by the hand, and guide him through the aisles a few times. Practice. As he feels more confident about negotiating the aisles, encourage him to walk or to move in his wheelchair up and down the aisles independently and in a safe manner.

2. Take the student to a grocery store or supermarket. Take him for a walk up and down the aisles and through the checkout lanes. Wheelchairs may not fit through the checkout lanes. The student in a wheelchair may have to pay for his purchases and go out through a wider area before picking them up.

3. Set up table in different parts of the learning area. Ask the student to practice going to the tables. Then take him to a restaurant. Assist him in negotiating the aisles between tables in a safe way.

4. Take the student to a department store. Help him to practice safely walking or moving, using a wheelchair, in the store aisles. It is extremely important to remind the student to keep his hands close to his sides when walking because many aisles are narrow and articles placed precariously can topple easily.

P. The student safely passes through automatic doors when walking or using a wheelchair

1. Assist the student in walking or moving, using a wheelchair, through automatic doors in a safe way. Take him to a building, initially only during off hours, with automatic doors. Take the student's hand, and go into and out of the automatic doors.

2. Using flashcards, practice with the student until he recognizes the words IN, OUT, EXIT, and ENTER. This is imperative, as he must know which door to try to open. Put IN, OUT, EXIT and ENTER signs on classroom and residence doors. This will help the student to associate the words with the action of going in or out doors.

3. Stress safety precautions. Tell the student never to stand on the out door pad when he is going in because it will not open, and someone from the other side may open it and hit him with the door. Another safety precaution is to go slowly through the door because it may not always open quickly. If the student walks through too quickly, he could walk into the closed door.

4. Take the student to a building that has automatic doors. Show the student how to step one foot into the door pad, wait until the door opens, and step through the doorway. Practice safely using automatic doors whenever practical.

5. Tell the student in a wheelchair to move the front wheels of his chair onto the door pad and stop until the door opens. When the door is opened, remind him to wheel his cahir through the door.

6. Tell the student that sometimes automatic doors are out of order and may have to be opened manually. Tell the ambulatory student that if he stands on the pad of the in door and it fails to open, he should walk ahead and push it open. With sliding doors, alternate entrances are generally available.

Q. The student safely enters and leaves elevators when walking or using a wheelchair

1. Assist the student as he safely steps into elevators. Take him to a building that has elevators. (You may want to contact the building superintendent for permission to use the evelators for practice and to find out when the elevators are least busy.) Engage the switch or button that stops the elevator at your floor, and lock it on stop, or hold so that it will not leave the floor while you are practicing. Show the student that the doors are open and that the elevator is level with the floor. Make sure the student looks for these two things before entering the elevator. Demonstrate going into the elevator by stepping over the grooves where the door slide open and shut. Do this two or three times so that the student sees what you are doing. Take the student by the hand, and walk him into the elevator. Ask him to enter the elevator independently. Practice.

2. Assist the student in safely stepping out of elevators. Ask the student to stand in the elevator with you. Close the elevator doors, and allow them to open again. Place the elevator button on hold or stop. Position the student so that he is facing the doors. Once they are open, step out of the elevator over the grooves where the doors slide. As you step out, place your hand against the rubber padding of the door. Demonstrate this two or three times so that the student can see what you are doing. Take him by the hand, and safely walk him out of the elevator. Encourage the student to leave the elevator safely and independently. Practice.

3. Explain the safety precautions the student should follow when using elevators. Tell him why he should step over the grooves: so his shoes will not get caught, and he will not trip over the grooves. Also explain why he should put his hand against the door jamb: because the doors, during normal use, could begin to close as he walks through. Explain that his hand can make the door reopen if the door begins to close too soon.

4. Take the student to a building with elevators. Show him how to safely enter and leave the elevators. If the elevators are crowded, make sure the student faces the doors, says, "Excuse me," when entering and leaving, and keeps his hands by his sides to avoid touching others in the elevator. Remind the student never to use elevators in case of fire, use marked exit stairways.

R. The student safely walks through revolving doors and turnstiles

1. Assist the student in safely walking through revolving doors. Take the student to a building that has revolving doors. Go at a time when the building is not too busy. Demonstrate safely walking through the revolving doors. Stop the doors, and step into one compartment. Place two hands on the bar, and push, slowly turning the door. Walk as you push, and step out of the door as it comes back to where the student is. Do this a number of times, explaining each part of the activity as you do it.

2. Ask the student to imitate your actions and go through the revolving door safely. Remind the student to keep his hands on the bar so that they do not get caught in the door as it moves. Ask him to practice walking through the revolving doors and stepping into and out of them. Assist the student if it appears he is having difficulty or is using unsafe behaviors.

3. Take the student on a field trip to a shopping center, and encourage him to safely walk through revolving doors whenever practical.

4. Use activities 1, 2, and 4 to practice safely walking through turnsiles.

S. The student safely walks up and down stairs

1. Assist the student in safely ascending and descending stairs. Take the student by the hand, and walk up and down the stairs with him. For the student using crutches, consult medical and paramedical staff for instructions. Ascending and descending stairs are difficult for students on crutches.

2. Place a piece of red tape where the student can easily see it on one of his shoes and a piece of green tape on the other. Place large red and green pieces of tape on alternate steps of a stairway, either a small wooden classroom practice set or a regular set of stairs. Tell the student to place his red-taped shoe on a red step, then a green-taped shoe on a green step. Make sure he knows you are there if he needs help or support.

3. Include the portable classroom steps as part of an obstacle course. Require the student to safely walk up and down the steps as part of the obstacle course.

4. Practice on actual stairs that the student has to use to leave school and go to the playground. Remind him to hold onto the bannister or wall for support. Wrap tape around the bannister if it is highly polished so the student will be able to grasp it better.

5. Using flashcards, practice with the student until he identifies the words STAIRS and STAIRWAY. These are necessary survival words that enable the student to easily find the stairs in public buildings.

6. Take the student on field trips within the community to stores and buildings with stairways. Ask him to locate the stairways and to use them to go from floor to floor. Remind the student to hold railings or walls for support and safety.

T. The student safely steps onto, stands on, and steps off of moving escalators

1. Assist the student in safely stepping onto, standing on, and stepping off of a moving escalator. Show him how the steps rise one at a time. Tell him that he must step directly onto one as it rises. Demonstrate stepping onto one step of the moving escalator. Take the student by the hand, and step onto the escalator with him. Hold the moving handrail, and tell the student to do the smae. As the step on which the student is standing becomes even with the floor at the top of the escalator, tell him to let go of the handrail and step off the escalator. Once off, remind him to move quickly away so that the riders behind may step off the escalator safely. Exercise caution because the speed of most escalators initially scares the student.

2. Place taped pieces of paper or wood about the size of an escalator step on the floor in the learning area. Ask the student to practice safely stepping on and off and to stand on the simulated escalator step.

3. String horizontal parallel lines of rope or yarn 2 inches above the floor. Tell the student to step over the line on command. This is a good approximation of the movement used to step onto a moving escalator. Ask the

student to do it quickly but carefully.

4. Take the student to a stairway in the school. Tell the student to practice the coordinated movements of stepping onto the step and grasping the handrails simultaneously.

5. Use escalators whenever possible so that the student may practice often.

U. The student seeks shetler when necessary

1. Explain to the student that, at times, while he is out in the community it might be necessary for him to seek shelter. Explain what shelter means, i.e., a place that protects people from possible harm. Then list and discuss the possible reasons why someone might seek shelter:

a. A rainstorm has come up unexpectedly
b. Walking is hazardous because of ice and snow.
c. A brawl or a riot is taking place
d. Water is flooding the streets

2. Once you have discussed the possible reasons for seeking shelter, identify places in the community that you consider to be good shelters:

a. A department store, shopping mall, or library during a rainstorm
b. The armory, police station, or a school building during a flood
c. The lobby of a public building, the police station, a snack shop, or restaurant during a brawl.

3. Take a trip into the community, and role play the situations listed in Activity 1. Assist the student in finding appropriate shelter if necessary.

4. If an actual situation arises when you are walking in the community, encourage the student to find appropriate shelter. Assist him if necessary, and reward him for finding shelter.

V. The student avoids obstacles when walking or using a wheelchair

1. Assist the student in avoiding obstacles in the street and outside the home or school. Take him on a neighborhood field trip. Point out ruts, holes, uneven surfaces, puddles, animal droppings, street lights, sign posts, and curbs. Demonstrate stepping, moving over, or around the various obstacles. Encourage the student to do the same.

2. Construct a town in the classroom with streets and sidewalks. Using cardboard tubes from wrapping paper or paper towel tubes taped together to make them tall enough, construct street lights and sign posts. Place them at the edges of curbs and where they are normally found in the student's neighborhood. Encourage the student to practice avoiding the posts by safely walking or moving around them.

3. After a heavy rain, take the student to the playground or on a trip in the neighborhood. Point our puddles. Explain that walking through them gets your shoes wet, may ruin shoes, may get your feet wet, and may make you sick. Tell the student to find puddles and to step over small ones or to walk or move around larger ones. Practice whenever there are puddles around.

4. Place large objects such as a chair, desk, table, large cardboard boxes, etc., at various places within the room. Be sure they are in the walking paths the student uses. Imitate an activity that requires movement within the classroom. As the student participates in the activity, make sure he safely avoids the obstacles.

5. In the gym, place mats and other large physical education equipment such as a trampoline, medicine balls, volleyball nets, etc., in various places around the gym. Play Follow the Leader, tell the leader to safely go around each obstacle, and reward the other student for following him.

6. Construct an obstacle course using large physical education equipment. Make a line of masking tape on the floor leading from obstacle to obstacle. Tell the student to walk or move, using a wheelchair, on the line from obstacle to obstacle safely avoiding each obstacle as he reaches it. If he has difficulty avoiding the obstacles, take him by the hand or wheelchair, and guide him until he can do it independently.

7. At home or in living quarters, rearrange the furniture periodically, and require the student to safely walk or move in a wheelchair around the pieces of furniture.

W. The student avoids dangerous places and things

1. Go on a tour of the student's community, ask him to show you danger signs and dangerous spots. Remind him that as he moves about in the community he might come across places he should stay away from. Reward him if he identifies a dangerous place not previously identified by you.

2. Explain that swimming pools are fun places but are dangerous. Warn him never to swim in any pool unless he has received permission from a responsible person. Make sure to impress upon him that people have been hurt when they have gone swimming in unattended swimming pools.

3. Caution the student that any object that is large enough for him to crawl into and that has a door can be dangerous. Explain that he can get locked inside and die of suffocation. Warn him never to crawl into abandoned refrigerators, trunks, chests, clothes dryers, and other discarded equipment.

4. Explain that fences and locked gates often are placed around unsafe places and that is why he should never climb over and under fences or attempt to enter a gate with a lock, even if the lock is broken. Take him on a trip around the community, and point out public buildings and homes that the student visits. Caution him not to enter a building unless he is sure it is a safe place. Revolving and automatic doors, the presence of others entering and exiting from a building, and a doorbell or knocker are all signs that places are safe to enter. Reward the student for avoiding places with fences and locked gates.

5. Tell the student that he should never pick up or use substances from packages or containers that he finds in the street.

6. Caution the student to avoid large crowds that gather around an accident, fire, or street fight. Explain that large crowds frequently assemble around dangerous happenings. Help him to differentiate between large crowds that gather at recreational events and crowds that gather at sites of trouble.

7. Caution the student never to eat anything he finds while out in the community unless he receives the permission of a responsible person. Warn him especially of the dangers of eating berries and other parts of plants. Also point out the danger of eating such things as toadstools that resemble foods eaten at home.

8. Take the student on frequent trips into the community. Observe him carefully, reward him for safe behaviors, and physically stop him, whenever possible, from engaging in unsafe behaviors.

X. Sign Lotto-The student will match various functional signs

Materials:
1) game cards (Bingo card with representations of 20-30 functional signs)
2) sign cards (matching cards to place on Bingo card)

1. Pass out a game card to each student.

2. Place the sign cards face down in the center of the table.

3. Each student takes a turn, picking up a card, identifying

the sign, and matching it to his/her game card.

4. Continue until one student has filled his/her card.

5. During the game, encourage as much language as possible. Discuss what each sign means, where it is found, what to do when you see the sign, etc. Student may also act out what each sign means (open the door, go in or out of the room, etc.).

6. The game may also be played like Bingo, with the teacher calling out the signs and the students matching them on their cards.

Y. The student identifies "Push," "Pull," "Entrance," "Exit," "In," and "Out" signs found in movie theaters and other public buildings and places

1. Take the student for walks into the community. Find doors upon which "Push" and "Pull" are written. Explain the meaning of each of these words by demonstrating the appropriate action. Ask the student to find doors that you push to open. When he does so, tell him to open the door as you enter the area. Next, ask the student to find doors that you pull to open. When he does so, tell him to open the door as you enter the area. Point out that you can also tell whether to push or to pull by the hardware on the door, i.e., a handle means pull while a plate or spring action bar means push.

2. Tell the student that the words PUSH and PULL can also be found on vending machines. Go to an area where there are many vending machines. Show him these words as they appear on these machines. Then ask the student to find these words on the various vending machines. When a purchase is planned, ask the student to find and then to operate the push panel or pull button that selects his choice.

3. During your walks and trips into the community, find "Entrance" and "In" signs and arrows that signal the entrance into buildings. Tell the student to show you where the entrances of buildings are located. Tell the student to show you the sign that told him he had found the entrance.

4. During your walks and trips into the community, find "Exit" and "Out" signs and arrows that signal the exit out of buildings. Tell the student to find the exit doors of buildings. Tell him to point to the words and arrows that told him he had found an exit.

5. Show the student the "Walk" and "Don't Walk" signs found at busy intersections. Explain the meaning of each of these signs. Point out that people are supposed to obey these signs, and that some people foolishly do not. When pedestrians are obeying these signs, draw the student's attention to their safe behaviors. Practice crossing streets while obeying the "Walk" sign. Practice waiting

while obeying the "Don't Walk" sign. If the "Don't Walk" sign is a flashing light, indicate that a flashing light is often a warning light. Remind the student to watch the movement of traffic because there will be times when he should not cross even though the sign indicates walk. Point out that like the green light, the "Walk" light is on the bottom.

6. Show the student "stop" signs that appear on some street corners. Point out their characteristic octagonal shape, red background, and white lettering. Explain that cars are supposed to stop at these signs, but that they do not always do so. Tell him to cross only when cars have come to a full stop and the driver is waiting for him to cross. Practice crossing streets that have "Stop" signs at the corner.

7. Practice crossing streets that have two-way, three-way, and four-way "Stop" signs.

8. Put a picture of a "Stop" sign in a prominent place in the learning area. Periodically review its meaning.

9. Set up a mock "pedestrian city" in the learning area or an outside play area. Set up traffic lights, "Stop," Walk," and "Don't Walk" signs, etc. Practice walking through this area.

Z. The student identifies and obeys warning signs and avoids places designated as dangerous

1. Take the student for walks into the community and on a variety of field trips. Point out warning signs. Explain the various dangers involved, and when you return to the learning area make an experience chart of the warning words and the warning signs you found.

2. Make murals of a "Trip to the Country," a "Walk in the Woods," "A Day in the City," etc. Ask the student to help you put up warning signs on these murals.

3. Tell the student stories taken from the newspaper and heard over radio and television about individuals who have failed to heed warning signs. Discuss the behavior and its consequences.

4. For each of the warning signs, discuss possible outcomes. While it is important that you spend sufficient time warning of dangers, do not frighten the student so much that he might become afraid to travel within the community.

5. Take the student on walks into the community and on a variety of field trips. This time, tell him that he is the leader and you are following him. Impress upon him that he is responsible for your safety.

6. Make up a board game of "Danger Ahead" that involves advancing men in different patterns of movement, along with the "Go ahead" notations on the board, write in stop notations such as: "Stop", "Keep off the grass," "Go back two steps!" Play the game often. If the student cannot read the notations, read them for him.

AA. The student identifies words of warning on packages and obeys their instructions

1. Make a list of words of warning that are found on packages. Check cleaning and laundry agents, pesticides, and items found in the medicine chest.

2. Make a collection of items that are dangerous if ingested, used near the eyes, and stored or mixed improperly. Show the student each item, point to the words of warning, and indicate in as many ways as possible the dangers involved.

3. Make a list of some of the key words and phrases of warning that are found on packages.

4. Use this list as a reference guide, and locate these words on packages. Encourage the student to match the words on packages with the words found on the list. Explain the dangers warned against on each of the labels. Draw pictures of products demonstrating their proper use.

5. Ask the student to use materials contained in packages that have words of warning printed on them. Supervise the student as he uses these products. Reward him for using the products safely and appropriately..

BB. The student does not follow or get in the way of emergency vehicles.

1. Explain to the student that there are emergency vehicles that, at times, must move with great speed through the streets. Show him pictures of these vehicles: fire engines, ambulances, and police cars. Take a walk through the community, and show the student these vehicles when they are not being used for emergency purposes. Explain that when they are not being used for an emergency, they are safe to be near. Clarify that, should an emergency arise, however, the vehicles would be moving very fast, and their speed would make them dangerous to be near.

2. Review Safety II, A for activites involving sounds made by emergency vehicles.

3. When you are in the learning area and an emergency vehicle goes by, draw the student's attention to the sound it makes. Also, if you can see the vehicle, call the student to the window to watch it go by.

4. Explain to the student that he should never get in the way of a vehicle that is on an emergency run because of the danger involved in being struck.

5. Explain to the student that he should never follow an emergency vehicle because there probably will be danger at the scene of the emergency, e.g., a burning building, fast-moving vehicles and equipment, etc.

CC. The student avoids strange dogs and other animals

1. Collect or take pictures of the pets in the student's life. Make a chart with these pictures, and label each with the pet's name. Explain that these pets are special friends. Discuss with the student that other animals that he does not know are strangers. Explain further that some dogs are trained to protect people and their homes and that these watchdogs might attack him if he gets too close. Introduce the sign "Beware of Dog."

2. Observe the student as he moves about in his community. Reward him for avoiding strange animals. Discourage him from chasing after squirrels in the park or running after other animals such as cats he sees on the street.

3. If there are dangerous animals such as a bull, poisonous snakes, and rats in the student's community, show the student pictures of these animals. Explain the dangers involved, and warn the student to avoid these animals and the places where they live (swamps, dumps, etc.).

4. Take the student to the zoo. Show the student the barriers that separate wild animals from the public. Explain that these animals are separated because they might hurt people. Remind him never to climb over the barrier or to reach over the barrier in an attempt to touch any of the animals. Reiterate that not all animals are friends and that he should be sure that the animal is a friend before petting or playing with it.

III. Pedestrian/Rider in Route

A. The student enters vehicles safely

1. Show the student how to enter various vehicles safely. If the student travels on a school bus to school, use one

to demonstrate safe boarding procedures. After several demonstrations, ask the student to imitate your behavior in boarding. Practice, using an unoccupied bus, so that the student can choose any seat. When he demonstrates skills in boarding and seating himself on an unoccupied bus, demonstrate finding a seat safely on an occupied bus. Practice moving in front of a seated passenger to get to an unoccupied seat next to a window. Once the student can safely board a school bus, explain that entering a public transportation bus is similar. Point out that there are conditions that will require him to be extra careful:

a. The bus may start moving while he is boarding
b. The bus may start moving while he is paying his fare and/or looking for a seat
c. There may be no seats available, and he will have to stand

After you have explained these conditions carefully, accompany the student on a variety of bus trips. Demonstrate how to shift your body as you make your way down the aisle on a moving bus. Show the student how to use handles on seats and poles, bars, and straps to help in balancing himself as he moves down the aisle and when he has to stand on a moving bus. Encourage the student to imitate your movements. Assist him if necessary. Explain that he will have to hold onto straps, bars, poles, and/or seat handles extra tightly when the bus comes to a stop and when it starts to move again. Practice during trips into the community. Encourage parents or guardians and other significant persons to take the student on bus trips.

2. Ask the individual in charge of the school's transportation to lend you a bus for a short period of time. Arrange for the bus to come to school an hour before departure time. Take the student to the bus, and point out the steps and their heights, the handrails, and the folding bus doors. Ask the driver to open the door. Demonstrate simultaneously stepping onto the steps and grasping the handrail. Tell the student what you are doing as you do it slowly. When you reach the top of the steps, turn around, and while grasping the handrail, step down the stairs.

3. Ask the student to imitate the actions described in Activity 2. If the student is having difficulty stepping on and off the bus, take him by the hand, and walk him through the activity. Once he has developed some degree of confidence, encourage him to practice stepping on and off the bus.

4. Take the student on field trips. Many shopping centers, parks, and athletic stadiums are on or near bus lines. Encourage the student to step on and off the bus safely and independently as possible.

5. Show the student how to safely enter various models of

automobiles. Encourage the student to enter a car from the sidewalk side, whenever possible. Point out that if he must enter from the street side, he should look to see that the street is free of traffic before opening the car door to enter. Practice, using cars in which the student rides. Provide the student with the opportunity to practice getting into two-door and four-door cars and various sections of a station wagon. Encourage the student to lock the door next to him and to fasten his seat belt immediately after entering the car. Reward the student for safe behaviors. Stop the student immediately when he begins to behave in unsafe ways, and repeat the activity, stressing safety.

6. Take the student to the school parking lot or a parking area where he can practice getting into and out of a car safely. Open the car door. Demonstrate to the student how to sit sideways on the seat and how to swing his legs into the car. Demonstrate, until the student is familiar with the actions involved. Get out of the car by swinging your legs out, placing feet flat on the ground outside the car. Get into and out of the car, explaining what you are doing. Ask the student to get into and out of the car. Practice.

7. Stress safety rules:

   a. Never get into a stranger's car
   b. Do not practice getting into and out of cars without permission and supervision
   c. Do not put hands on the car door jamb for support while getting into the car because your hands might get caught

8. In the learning area, encourage the student to practice getting into and out of a car by pretending chairs are car seats and going through the actions in Activity 6.

9. Set up four or six chair, as in a car, and label the appropriate chair the driver's seat. Tell the student to sit on a chair, using the steps in Activity 6. Tell him to take turns being the driver. Encourage him to pretend he is on a trip and to safely get into and out of his car to go shopping or to stop for lunch or sightseeing.

B. The student follows safety precautions when he is a passenger

1. Remind the student never to stick his head or any other part of his body out of the windows of a car, bus, or train. Warn him that, while he is a passenger, he must never interfere in any way with the driver. A vehicle is not a place to play but is simply a way of getting from one place to another. Caution him against behaving in ways that might annoy other passengers.

2. Make a safety checklist to use as you take rides with the student in different types of vehicles. Include items such as:

a. The student keeps seat belts fastened
b. The student keeps head and extremities within the vehicle
c. The student does not disturb the driver.
d. The student stays at a distance from other passengers

3. Explain that emergencies might occur when he is a passenger in a vehicle. Discuss the various emergencies that might occur, including:

a. The car is on fire
b. The bus has broken down, and passengers must transfer to another one

4. Identify the emergency exits on the school bus and other vehicles. Schedule an emergency drill. Reward the student for leaving the school bus safely and quickly as possible. Role play the situations listed above, and reward the student for behaving safely.

C. The student exits safely from vehicles

1. Tell the student to exit from an automobile on the sidewalk side whenever possible. Remind the student that he should check to see that he does not hurt a pedestrian when he opens the car door. Demonstrate. Warn him that, if he must leave from the street side, he should look forward and around to make sure the street is free of traffic. Caution the student to be careful not to get his fingers caught in the door as he closes it. Observe the student as he exits from cars, and reward him for safe behaviors. Inform parents, guardians, or other responsible persons of safety hazards involved in exiting from cars, and praise them for reinforcing the student whenever he behaves safely.

2. Tell the student to exit from a bus only after it has come to a complete halt. Show him how to activate the exit door safely. Demonstrate pushing the bar or other device to open the exit door. Point out the light which signals that the door can be opened. Demonstrate going down the steps and stepping on the street or sidewalks while getting the entire body clear of the closing door. Encourage the student to imitate your actions. If the student behaves in an unsafe way, stop him immediately, and repeat the activity.

IV. Using a Public Restroom

A. The student finds public bathrooms marked appropriately for his sex

1. Make a chart (Figure 2) of the labels found on bathroom doors in public places. Then draw up a chart of the various

labels used, especially those found in the student's community. Review the list with the student. Make a pocket- or wallet-size copy of the appropriate chart, and take a trip into the community to find public toilets. Assist the student in choosing the bathroom appropriate to his sex, and encourage him to use public bathrooms only when necessary.

2. When you are in public places and the student indicates that he needs to use the toilet, encourage him to find the appropriate toilet. Assist him.

3. Before sitting down for snacks and meals in public places, remind the student that he needs to find the toilet so that he can wash his hands before eating. Assist him in finding the toilet.

4. If the student is unable to locate public toilets by the labels on their doors, aid him in asking an appropriate person, e.g., a waiter in a restaurant, a security guard in a museum, etc., for help.

MALE	FEMALE
MEN	WOMEN
BOYS	GIRLS
GENTLEMEN	LADIES
BOUYS	GULLS
SEÑORS	SEÑORAS

Figure 2. Labels on bathroom doors.

V. Locate/Use Pay Phone

A. The student identifies telephone booths and public telephones

1. Take a walk into the community, and point out telephone booths located on the streets and public telephones located in buildings. Ask the student to check to see whether he has found a telephone booth or public telephone by checking to see whether there is a phone inside it.

2. During a trip into the community, announce that you need to make a telephone call. Ask the student to help you find a telephone booth.

3. During a trip into the community, ask the student to make a telephone call. Reward him for finding a telephone booth and for placing the call correctly.

4. Help the student to identify words TELEPHONE and PHONE that appear on telephone booths and public telephones.

B. The student safely walks into and out of telephone booths

1. Assist the student in safely walking into and out telephone booths. Take him to a place where there is a telephone booth. Demonstrate walking into and out of it. Place your hand on the door handle, push until the door folds open, step into the phone booth, and sit on the stool. Stand up, and step out of the booth. Use your own discretion as to whether or not the student should close the booth door while he is in it becuase some students may be frightened inside a closed booth.

2. Ask the student to imitate your actions and to practice safely stepping into and out of the phone booth.

3. Make a classroom practice booth out of a large cardboard appliance box. Although there is no door, this will give the general feeling of being inside an enclosed box or phone booth.

C. The student with speech uses a dial or push button telepone

1. Show the student how to dial the operator (use both dial and push button sytles). Explain that the operator should be called only under certain conditions. Discuss the situations, and practice with a toy telephone and/or a tele-trainer borrowed from the phone company.

2. Show the student how to dial emergency numbers. Explain that these numbers should be called only under specific circumstances. Discuss the specific circumstances, and practice with a toy telephone and/or a tele-trainer. Help the student to make his own personal telephone directory; add these emergency numbers to it. Tape the emergency numbers on the home phone or on a nearby wall.

3. Show the student how to dial his home telephone number. Practice with a toy telephone and/or a tele-trainer. After sufficient practice, ask the student to call home to deliver a message. Assist him, if necessary.

4. Spend time, if necessary, familiarizing the student with dial tones, busy signals, and the sound of a ringing telephone. Make sure that he waits for the dial tone before dialing. Remind him to hang up when he gets a busy signal. Check to see that he waits a sufficient time for someone to answer the telephone.

5. Show the student how to dial the telephone numbers of significant relatives and friends, using his own personal telephone directory. Practice simple friendly conversations in role playing situations. Follow up by making real telephone calls.

6. Role play telephone conversations. Divide students into groups of two student each. Assign each group a topic of conversation, i.e., reporting an emergency, making arrangement to meet someone, etc. Be sure that the student picks up the receiver and talks in the telephone.

7. Dial a dial-type telephone. Pick up the receiver in one hand. Use the other hand to dial the telephone. Tell the student to watch what you are doing, and describe what you are doing as you do it. Tell the student to imitate your actions and to practice dialing the telephone.

8. "Dial" a push button telephone. Pick up the receiver in one hand. With the forefinger of the other hand, push the buttons on the face of the telephone. Tell the student to watch what you are doing, and describe what you are doing as you do it. Tell the student to imitate your actions and to practice using a push button telephone.

9. Print telephone numbers on flash cards. Tell the student to practice dialing the printed telephone numbers on both types of telephones.

10. Allow the student to practice using the telephones in his free time.

D. The student locates telephone numbers in his personal telephone directory

1. Help the student to make a personal telephone directory (Figure 3) by writing in a small directory or pocket size notebook the telephone numbers of persons he is likely to call on the telephone. It may be necessary to paste pictures of the individuals next to their telephone numbers. If you develop a picture telephone directory, ask the student to find the picture of a specific person and then to dial the telephone number that is next to it. Use a toy telephone or a tele-trainer. Use a real telephone when there is a legitimate reason for calling. Practice.

2. Add new pictures and telephone numbers as the student develops skills in using the directory and as he acquires new friends.

3. Remember to include emergency numbers on the inside cover of the directory. Use symbols or pictures of the emergency service, e.g., a picture of a police car, a fire truck, an ambulance, etc.

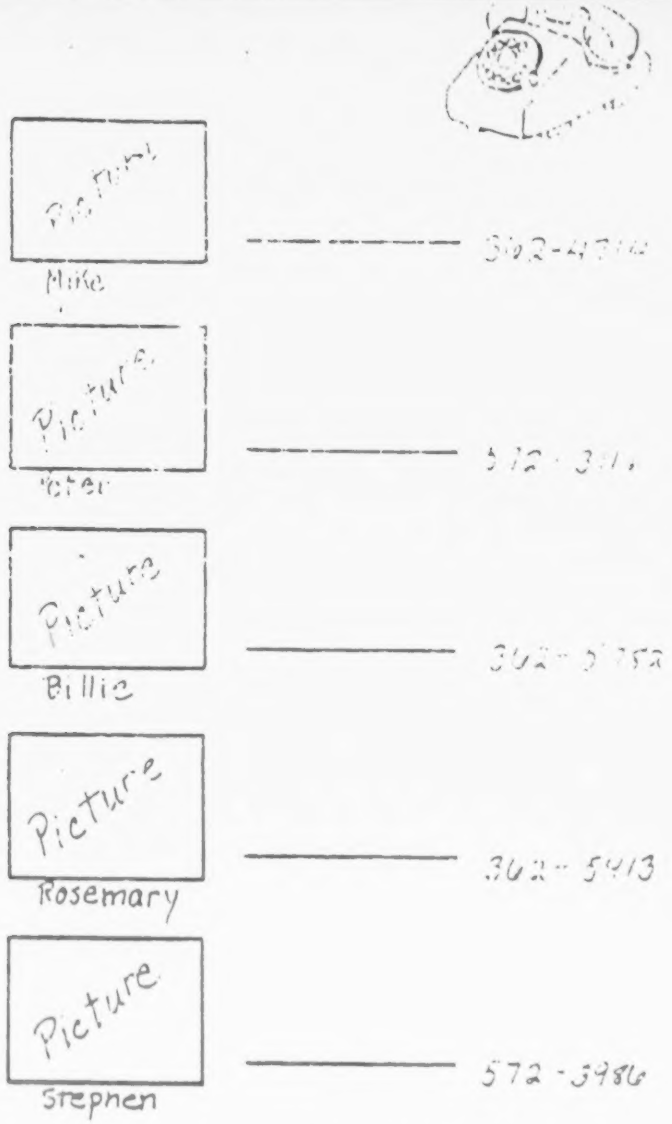

Picture
Mike
Picture
Peter
Picture
Billie
Picture
Rosemary
362-5413
Picture
Stephen
572-3986

Figure 3. Personal telephone directory.

E. Select coin for phone and practice emergency procedure

1. Show the student a picture of a pay telephone. Tell the student that you want him to make a call. Place an assortment of coins in front of the student, and ask him to give you the correct coin to make a call.

2. Take the student to a telephone booth, and tell him that you want him to call his home, school, or someone else who will be waiting on the other end of the line. Give the student an assortment of coins. Tell him that you want him to select the right coin and to make the telphone call. Tell the student the number to call. Assist him in this activity whenever necessary (Figure 4).

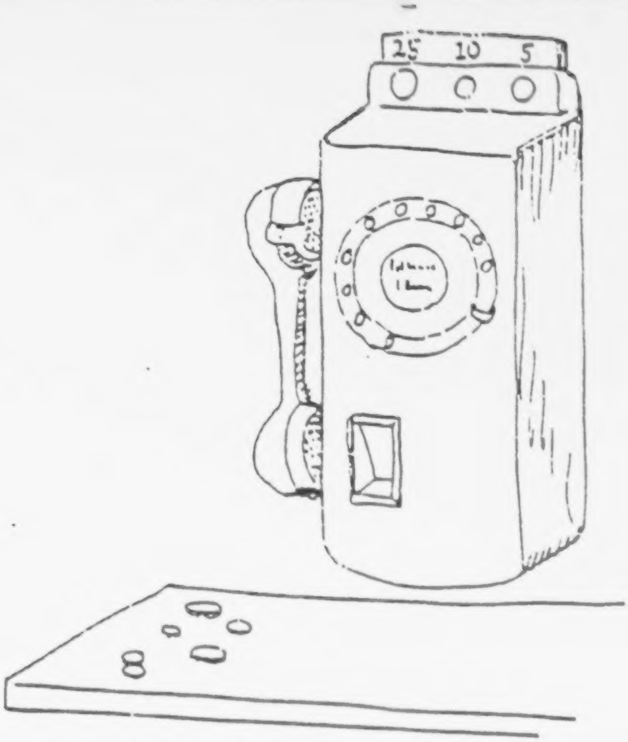


Figure 4. Selecting coins for the telephone

3. Practice the emergency phone procedure.

VI. Using a Calculator

A. Calculator usage - to punch in prices

Materials: Calculators, Food items (containers)

Introduction: After student has located on/off switch and turned calculator on, have him/her punch in each number one at a time - check read out and then clear calculator. (Assist student as little as possible.)

1. Present one food item to student. Student should identify item.

2. Student should locate price on food item.

3. Student should identify ¢ or $ sign and read price either correctly or read numbers in sequence.

4. Student should then punch in price into the calculat

5. Student should check read out and match to food item price.

6. If incorrect, student should clear calculator and repeat process until corrected.

VII. Pay to Next Dollar

A. The student, using price tags and price markings, identifies the prices of prospective purchases

1. Show the student where to find price marks on packages found in supermarkets and groceries. Assist the student in reading these marks aloud. Remind the student to compare the price on the pacage with the price he is prepared to pay.

2. Show the student where to find price tags on non-food items. Assist the student in discriminating between price tags and other tags or labels found on clothing and other materials, equipment, and appliances.

3. Assist the student in identifying the $ sign and in locating ¢ signs and decimal points.

4. Go to the store before the student goes there. Make up a shopping list with each item (or its picture) listed, and include the price of each particular item. Reward the student for getting the correct items at the prices printed on his list.

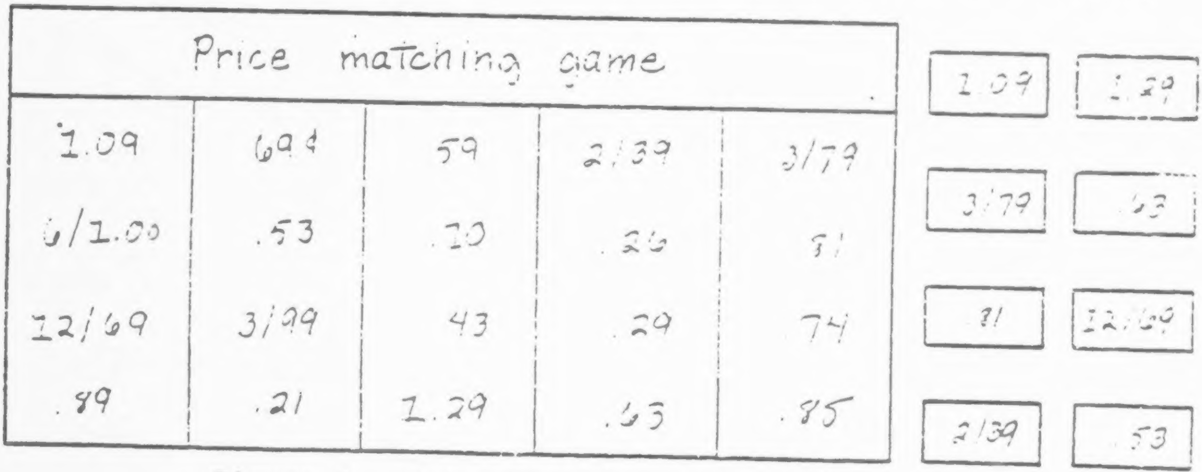
B. The student, using price signs located in stores, identifies the prices of prospective purchases

1. Take the student to a supermarket, hardware store, five and ten store, and other stores that display prices on shelves and display cards. Point out these price notations, and read them aloud to the student.

2. Send the student to the store to find a specific item at a special price. Reward him for making the correct purchase.

3. Review the $ and ¢ signs and the decimal point.

4. Tell the student to match the price marks on the packages themselves with the price signs on shelves and display cases.



Price matching game				
1.09	69¢	59	2/39	3/79
6/1.00	.53	.70	.26	81
12/69	3/99	43	.29	74
.89	.21	1.29	.63	.85

1.09
1.29
3/79
.63
81
12/69
2/39
.53

Figure 5. Price matching game.

C. The student identifies and names $1, $5, and $10 bills

1. Place $1, $5, and $10 dollar bills on the table. Hold up each bill, and say, "This is a _________." Ask the student to point out the $1, $5 and $10 bills.

2. Make flashcards picturing $1, $5, and $10 bills. Ask the student to correctly identify each bill as you flash its card in front of him. Practice until the student is able to identify $1, $5, and $10 bills. Praise him if he identifies and names each card.

3. Place a variety of $1, $5, and $10 bills in a cash box. Give the student the cash box, and tell him to sort the bills into piles, e.g., $1 bills in one pile, $5 bills in another pile, and $10 bills in a third pile. Once he has completed this activity, point to each pile, and ask him to name the bills found there.

4. Tell the student to construct a scrapbook made from 8 ½ x 11-inch plastic sheets such as those used in photograph album. On the first page, place two $1 bills so that one shows the front of the bill and the other shows the back. On the next page, place two $5 bills so that one shows the front of the bill and one shows the back. Do this with the $10 bill on the following page. At a specified time, tell the student to get his money scrapbook and to name the type of bill that is displayed on each page.

5. Take the student to a bank, and give him a $20 bill to change. Tell him to give it to the cashier, and then ask the chasier to give the student change in two $5 bills and a $10 bill. Tell the student to take the money back to the classroom or learning area and to place it on a table. Point to each bill, and ask the student to identify and to name it.

6. Ask the student to help out at a school dance, recreational event, or other money-making activity. Place him next to you at the admission booth where he will be able to help you to sort the money for the tickets. As money is being taken in, give it to the student, and tell him to place the $1, $5, and $10 bills in the appropriate piles in the cash box or drawer. Supervise closely to make sure that he is performing this activity correctly. Praise him, and tell him what a good job he is doing.

D. The student purchases items, using currency

1. Take the student on a shopping trip with a prepared shopping list. Tell him to bring money with him to pay for his purchases. If the student does not have any money or does not need to buy anything, provide him with money, and tell him to buy articles that are needed for use in the classroom or learning area. Tell the student to

pick out several items that are on his shopping list and to pay for them using currency. Check the student's purchases and the amount of money he has spent. Praise him if he has done this correctly.

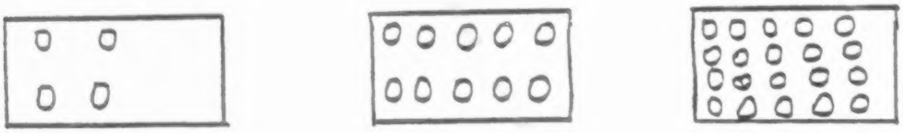
2. On tagboard or construction paper, draw five or six large price tags. Put the price tags on classroom toys, games, or materials. Place bills in a wallet, and give the wallet to the student. Tell the student that there is enough money in the wallet to purchase all six items at the prices designated on the price tags. Tell him that he must pay the correct amount to the next dollar. Supervise this activity closely. If the student is able to pay for all of the items using the correct currency, reward him.

3. Plan to buy Christmas or birthday presents with the student. Ask him to bring the money for these presents with him on a specific day. On that day, go shopping with the student, and assist him in picking out the presents. Tell the student to pay for these presents using the money he has brought with him.

4. Tell the student to collect from his peers money that has been brought in for pictures, an outing, or other recreational or educational excursions. With supervision, allow the student to place all the money in a central box or envelope and to pay the person collecting the money. Check to make sure that the student does not make any errors, and praise him if he does a good job.

5. Using a cash register in the classroom, practice paying to the next dollar.

6. Make cue cards for left over change. Student matches coins to card to make a dollar. See Figure 6.



Quarters Dimes Nickels

Figure 6

VIII. Cash a Check

A. The student signs his name in the appropriate place on blanks and forms

1. Collect a variety of forms and blanks the student might need to fill out and sign. Review the blanks with the student.

2. Introduce the words SIGNATURE, and SIGN HERE and also the line that appears on the bottom of a check. Explain the meanings of the words and the line clue on a check.

3. Make flashcards of the words SIGNATURE and SIGN HERE. Practice with the student, using the flashcards, until he is able to identify the words. Review the words periodically to check the student's retention.

4. Encourage the student to find the words SIGNATURE and SIGN HERE as they appear on standard forms and blanks. Point out that these words usually appear at the bottom of forms.

5. Give the student a variety of sample forms. Once the student is successful at identifying the words SIGNATURE and SIGN HERE on a variety of forms, tell him to sign his name on each sample form. Practice.

6. Assist the student in signing his name as he needs to in functional situations. Review periodically to see whether he is maintaining the skill.

B. The student cashes a check

1. Show the student different types of checks: personal, payroll, and cashier's checks. Explain that checks represent money and, when taken to the bank, can be cashed and exchanged for the amount of money written on the check.

2. As a means of identification for use when cashing checks, encourage the student to get a card from the motor vehicle department of his state. These cards are often provided free of charge or at minimal charge to non-drivers.

3. Take the student to the bank when you cash a check. Point out to the student the endorsement on the back of the check. Explain that to cash a check, you must write your name on the back of it and show identification of some kind. Cash your check, and count the money before leaving the bank to be sure the amount is correct.

4. Print up some sample checks, and fill them in using the student's name. Take the student to the school bank, and practice getting his check cashed. Remind him to endorse the check and to carry his identification card. Give him the amount of money stated on the check. Practice check cashing with him.

5. Pay the student for work he does around the school with checks. Mimeographed sample checks are good for this. Remind him to endorse the check and to carry his identification card.

6. Take the student to a bank to cash a check from a relative, a payroll check, a tax refund check or a Social Security check.

IX. Shopping

A. The student, using key words on signs and by window displays, identifies the type of store or business

1. Take the student for walks in shopping centers. Tell him to join you in looking at window displays. Say, "In this window there are men's jackets, shirts, and pants. This must be a men's clothing store." Repeat this activity with other specialty stores such as drugstores, pet shops, bookstores, etc.

2. Make a chart (Figure 7) of the words that identify different types of stores and businesses. Help the student to identify each of these words as they appear on store fronts and signs.

3. Make a chart that lists the names of supermarkets located in the student's community. Help the student to identify each of the supermarket names as they appear on the stores and in ads. Bring in the food section of the newspaper, and ask the student to find the ads for the supermarkets listed on the chart.

4. Make a list of the names of department stores found in the student's community. Review each of these names, and find the names as they appear on store fronts and advertisements. Give each student an envelope containing strips of paper, each having the name of a department store printed on it. Tell the student to put the names on a table or his desk. Give the student a newspaper and ask him to cut out department store ads and place them in a pile under the corresponding department store's name on his desk. Practice.

PHARMACY
GENERAL STORE
BAKERY
CHEESE
PET
ARTS AND CRAFTS
CANDY STORE
FURNITURE

BARBER
HAIR STYLIST
BEAUTY PARLOR
BOUTIQUE
ANTIQUES
BOOK AND CARD
CAFETERIA
RESTAURANT
DINER

Figure 7. Identifying store signs chart.

B. Student identifies prices of items when shopping

1. Instruct students to do the following: List all the things purchased out of your own money or that someone has purchased for you in the last month. (With food, remember to list meals eaten out.) Make one column for things you bought; one for things bought for you. Decide to what category each item belongs.

2. Ask: "Are you responsible for all your own meals? Part of your meals? Extras only?"

3. Keep track of all the food (and its cost) that you buy for yourself and eat in five days. Include soft drinks and snacks as well as school lunches. Find out the total cost. Decide if all of it was necessary.

4. Take the students to several stores in your area and find out:

a. Where the folowing departments are located: meat, dairy, bread, frozen foods, fresh vegetables, fruit, cereals, and canned goods. Help the students make a simple "map" of the store showing the location of the departments. (You may need to make several trips.)

b. Make a list of six foods the students like (example: bread, milk, hamburger, soup, peaches, TV dinners). Take the list to the store and find the price of the same size of two different brands of each item.

c. Use the list developed for exercise (b) and compare costs of different sizes of the same food. Help each student determine which size is best for him or her.

d. Use the above list and compare the costs of two different kinds of milk (low-fat, whole and so forth.)

e. Ask each student to try to make a grocery list that will total $5 or less. Do not let the students remove the food from the shelves when making the list; have them just write down the prices. Shop by pricing all the items and then help the student add the total amounts to find out how close they have come to $5.

f. Have the students try the above exercise several times, "spending" different amounts.

g. In some highly visible spot, post a large sign that shows the price of soft drinks bought in a store, a vending machine, and at the soda fountain; show the size of the bottle or glass. Do the same for ice cream, potato chips, and other snack foods students may be buying regularly.

5. Have students decide exactly what they want to buy--jacket, shoes, dress, shirt, boots. Clip out a picture of the item (or draw it), list the color, and so forth. Go to several stores to look for the item. Find out what it costs.

6. Have students list all toiletries they use. Include deodorant, makeup, shaving cream, razor blades, shampoo, rinses, cologne, aftershave, and bath products. Visit the drug store to locate these items.

X. Grocery Shopping

A. The student, using information on labels, identifies the contents of various containers

1. Set up a store in the classroom or learning area. Show the student how to identify foods that are packaged in glass bottles and jars. Describe each item as you look at it, e.g., "This is how ketchup looks, and this is the kind of bottle ketchup generally comes in. Let's find bottles of ketchup." Repeat this activity for all the foods packed in glass containers, especially those foods that are nutritious and that are preferred by the student. Take trips to supermarkets and grocery stores. Help the student to make a list of foods and non-foods that are packed in glass containers. In the case of a non-food such as a window cleaner, the blue color of the liquid is one of the important clues to the bottle's contents.

2. In the school or class store, set up a display of food and non-food packages, i.e., cans and boxes with picture clues that identify their contents. Point out the pictures on the labels, and ask the student to identify the contents. If a student is having difficulty identifying the picture of a food item, show him a sample of the actual food in its natural state. Sometimes, however, the picture on the label more closely resembles the package's version (cans of peaches.) If this is the case, open a can of the product, and point out the manner in which the food inside resembles the picture on the outside. In some cases, the picture on the label may provide a clue as to the use of the product, i.e., someone cleaning windows would be an improtant clue for the use of window cleaner, while a picture of someone polishing silverware would signal the use of silver polish.

3. Because some packages do not have picture clues as to the identity of their contents, it may be necessary to help the student to make a scrapbook and/or chart of word labels cut from the packages of products he needs or wants to purchase. Next to each label taken from one of the packages, past a picture of other clue to the package's contents, i.e., a picture of someone eating jello pasted next to the label "Jell-O", a tissue pasted next to the lable "Kleenex" or "Tissue," several grains of rice pasted next to the label "Rice," etc.

B. The student finds the location of foods and other items, using supermarket directories

1. In the classroom or learning area, set up a large simulated supermarket directory board. List the major categories of foods and other items. Next to each category indicate an aisle number. Then play a "Category" game, i.e., tell the student a food and have him say its category, e.g., orange-fruit or produce, cottage cheese-dairy, veal chops-meat, salami-delicatessen, etc. If he names the category correctly, tell him to find it on the directory. Reward him for attempts and for successes.

2. Make a food category chart (Figure 8). Use this chart to help the student to find the category designations used on directories.

3. Once the student develops skill in using the simulated directory, take trips to supermarkets. Give the student a shopping list, and observe him to see if he uses the directory to find the correct aisles for food and other products.

4. Once the student develops facility in locating foods, help him to draw up category lists for non-food products, e.g., cleaners, laundry detergents, etc.

5. Make up a shopping list that includes shopping for non-food items. Assist the student when necessary.

6. Because there are some supermarkets that have aisle signs rather than or in addition to directories, assist the student in using these signs to locate desired items.

CANNED FRUITS	FRESH FRUITS	DAIRY PRODUCTS
Peach Halves	Pineapple	Milk
Peach Slices	Grapefruit	Yoghurt
Pear Sections	Apples	Sour Cream
Grapefruit Sections	Bananas	Cream
Crushed Pineapple	Melons	Cottage Cheese
Pineapple Slices	Watermelons	Cream Cheese
Pineapple Chunks	Strawberries	Cheddar Cheese
	Peaches	Butter
	Plums	Margarine
	Pears	

Figure 8. Food category chart.

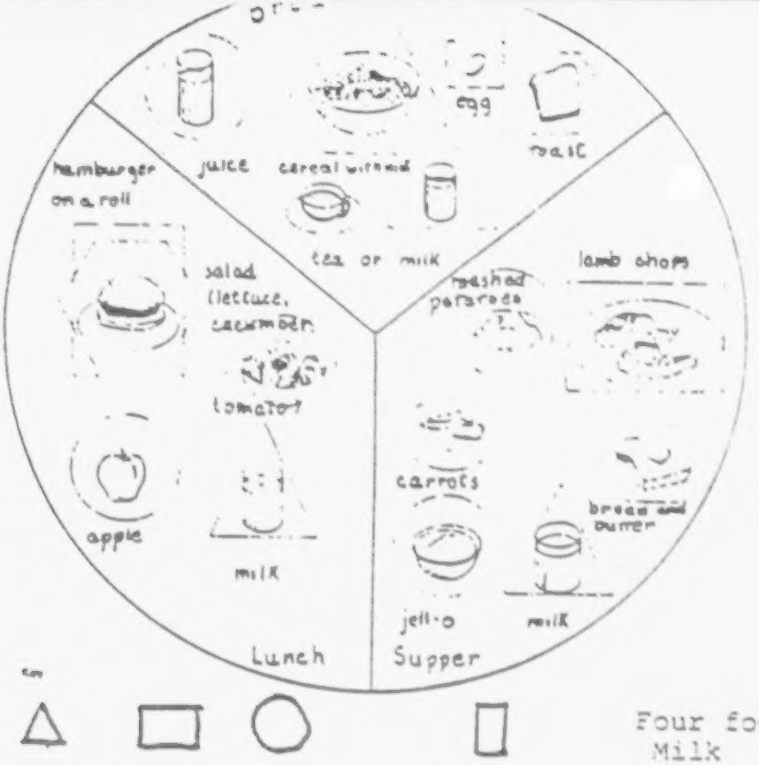
C. The student purchases fresh food and appropriate canned goods

1. Draw a food chart for each meal as a reference guide for the student (Figure 9). Place pictures of nutritious foods on the chart from which the student can select his meals. Color code those items that represent the same nutritional category, e.g., a red circle underneath the picture of two eggs and a red circle underneath the picture of a small bowl of cereal will show they may be substituted for each other. Indicate to the student that he should have one red-marked food, one blue-marked food, one yellow-marked food, etc. Geometric shapes, rebuses, or other symbols may be used as substitues for color clues. Use pictures of nutritious foods that are liked by the student.

2. Plan a luncheon or breakfast with the student, using his food chart. Once the menu has been deicded upon, make up a corresponding shopping list. This may be a written or pictorial shopping list (Figure 10 or 11). Be sure to include fresh as well as canned goods and packaged foods. Take the student to the grocery store, and help him to select and pay for the items on his shopping list. Prepare and serve the meal.

3. For the student who lives alone or cooks for himself prepare a weekly menu using the student's food chart as a guide to choosing a nutritious and balanced diet. Include breakfast, bag lunches, dinner, and nutritious snack foods. Prepare a shopping list from the menu. See Figure 10 or 11. Take the student to the supermarket and help him as he selects the items on his shopping list. Discuss prices, can and container sizes, and weight of fresh produce.

4. Encourage the student to purchase and pay for food in a grocery store or supermarket.


egg
toast
juice
cereal with milk
tea or milk
hamburger on a roll
salad (lettuce, cucumber, tomato)
apple
milk
Lunch
lamb chops
mashed potatoes
carrots
bread and butter
jell-o
milk
Supper

Four food groups:
Milk   Vegetables or Fr
Meat   Bread and Cereal

Figure 9. Food Chart.

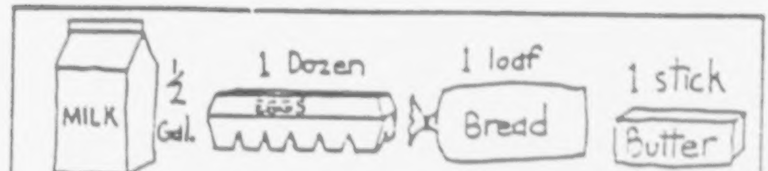

MILK
1/2 Gal.
1 Dozen
EGGS
1 loaf
Bread
1 stick
Butter
2
orange juice
3
potatoes
1 lb.
carrots
1 head
lettuce
2
tomatoes
1 lb.
hamburger
1
lambchop
1 Box
Jello
1 Box
cereal
3
apples
1 Doz.
hamburger rolls

Figure 10. Shopping list form.

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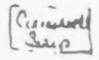
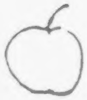
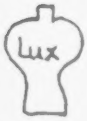
Number of each item needed	Written Word	Acutal Label or picture
2	Tomatoe Soup	
1	Apple	
1	Detergent	

Figure 11. Shopping List

D. The student uses the sizes of packages to estimate the quantity of foods and other substances found in various containers

1. Determine the student's preferred foods. Select those foods that are sold in packages. Purchase these food items in several different sizes. Open these packages, and compare the quantities found in each of them. Plan to use the packages' contents as part of a meal preparation or cooking activity.

2. Make a serving chart (Figure 12) which shows the number of people that can be served with each size can or package of a specific product, i.e., different size cans of fruit, different size containers of milk, and different size boxes of cereal. This is particularly helpful when purchasing food in concentrated form, e.g., orange juice, instant coffee, Tang.

3. Plan a meal or a party. Ask the student to buy the amount of a specific food needed for the party. Encourage the student to use his chart(s) as an aid to making a good decision. Assist the student when necessary.

4. Help the student to prepare a shopping list. If he is able to identify size notations on labels, assist him in using lb., oz., fl. oz., pt., qt., yd., in., and other size designations in determining the size of the package. Point out the important words and abbreviations NET CONTENTS and NEW WT. Also be sure to point out that when the contents of a package consist of separate items, e.g., soap pads, the label often will indicate the number found in the package.

5. You may want to assign word labels to each size of a product, e.g., "This is a small can of tuna fish. This is a regular size. This is a family size. or "This is a small can of grapefruit juice. This is a medium size. This is a big (large) size."

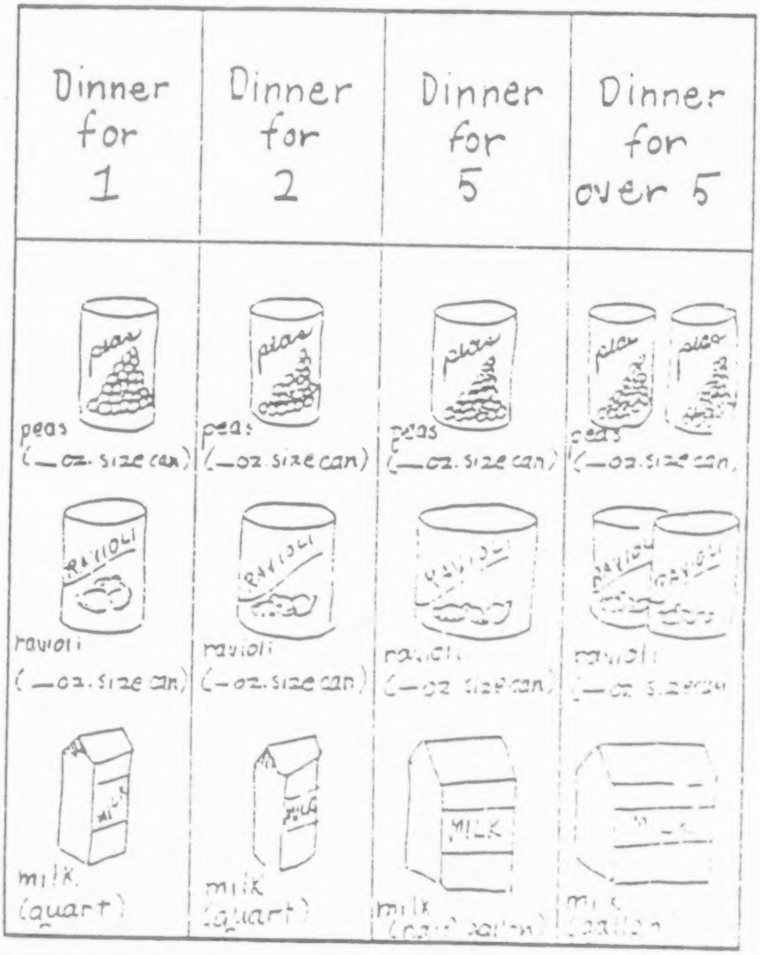

Dinner for 1
Dinner for 2
Dinner for 5
Dinner for over 5
peas
peas
peas
peas
(__oz. size can)
(__oz. size can)
(__oz. size can)
(__oz. size can)
ravioli
ravioli
ravioli
ravioli
(__oz. size can)
(__oz. size can)
(__oz. size can)
(__oz. size can)
milk
milk
milk
milk
(quart)
(quart)
(half gallon)
(gallon)
MILK

Figure 12. Meal serving chart.

E. The student does not purchase or eat foods that may be spoiled

1. Point out food that has decayed. Show the student "before" and "after" samples. Point out the visual signs of decay, including molds, wilting, curdling, etc. Tell him that unpleasant odors are a sign of decay. It is the contrast in appearance and smell between the good and the bad samples that is the key. Join him in eating the good sample and in rejecting the spoiled sample. When eating the good sample, smile with satisfaction. Look at the spoiled sample with disgust, and push it aside with a gesture and/or "Ugh!" of disgust.

G. Grocery Store Rehearsal

Materials: picture grocery list books, calculator (optional), money (optional), grocery cart, sequencing pictures (optional)

1. Group Activity-sequence events

   KrogerSequencing Cards
   Materials: Pictures
   Pick 5 to 7 pictures that follow a basic shopping sequence.

   Procedure:

   a. Present pictures one at a time (not necessarily in sequence) and discuss picture action with students, for example,
      1) What is happening?
      2) Name items seen in picture.
      3) Where in the store is picture representation?
      4) Recognition of any basic words in picture.

      *Encourage student to verbalize as much as possible and use appropriate sentence structure.

   b. After each picture has been discussed, place all pictures in sequence for students to visualize.
   c. Describe sequence story to students briefly indentifying pictures along the way. Use words like first, second, next, last, etc. while describing sequence.
   d. Have students then repeat your model describing sequence, giving them as little assistance as possible. (Use cue words to keep story moving.)
   e. Mix pictures up and then have students assist you in correctly sequencing pictures.
   f. Mix pictures up again and let students take turns trying to sequence pictures correctly. Note: for this step, use only the most basic sequence:
      1) Entering the store
      2) Getting the cart
      3) Selecting an item
      4) Waiting in line
      5) Paying for groceries

2. Pass out picture grocery list books.
   a) Have students identify items and verbalize if possible.

3. Pass out calculator (optional)
   a) discuss prices
   b) have student practice punching in price of one item previously selected.

2. Indicate to the student that if something he likes to eat tastes bitter or unpleasant, he should not eat it. Encourage him to use visual clues, then odors, and lastly taste as a monitoring device for rejecting food that might be spoiled.

3. Demonstrate how to check a can for swelling. Show the student samples of swollen cans. Assist him in throwing these cans away. When discarding these cans, indicate verbally and/or through gestures that the contents are not good to eat. Also use this can-checking procedure in purchasing activities. Encourage the student not to purchase swollen or dented cans.

4. Encourage the student to check food that he has stored for visual signs of spoilage or for odors. Reward him for checking foods before cooking and/or eating.

5. Help the student to check uncooked eggs for cracked shells. Encourage him to throw out or to return cracked eggs to the store.

F. The student purchases food in a supermarket or grocery store

1. Set up a grocery store in the classroom or learning area. Place empty food cans and cartons on shelves or tables. Be sure that each article has a price on it. Give each student a shopping list; for a non-reader use pictures rather than words to make his list. Tell the student to find the articles and to pay for them.

2. Plan a class luncheon or breakfast. Help the student to plan the menu, and make up a corresponding shopping list, written or pictorial (Figure 10 or 11). Take the student to a grocery store. Tell him to find articles on the list and to pay for them at the checkout counter. Once back at the classroom or learning area, tell the student to prepare and serve luncheon or breakfast.

3. Take the student on a shopping trip to a supermarket or grocery store. Point out various items, and compare the price difference between similar items, i.e., name brand soup versus store brand soup. Tell the student to try the cheaper brand and the more expensive brand to comparte the tastes. If he feels they tast the same, tell him to purchase the cheaper brand. Point out that a high price does not necessarily mean a better product.

4. Go grocery shopping with the student, gradually allowing him more independent choices and more responsibility for estimating total costs.

5. Teach calculator use in grocery store.

6. Teach pay to the next dollar strategy.

4. Pass out money (optional).

5. Rehearsal Activity Set Up

   a) Set up for staff
      1) Mock grocery store arranged
      2) Grocery cart in place
      3) Picture items placed in grocery book in sequence, as located in store
      4) One staff member to work with student in store (optional staff to wait other students)

6. Langauge Activity (cart usage)
   a) Entering store and securing grocery cart
   b) Going down aisles in appropriate fashion

   1) Give cue items in language discussion for each aisles

7. Rehearsal Procedure

   a) Student enters store
   b) Student secures cart
   c) Pushes cart down produce aisle, scanning on right

      1) Produce
      2) Canned goods
      3) Frozen Foods

   d) Turns at end of aisle/back along - tracking on right

      1) Detergent
      2) Personal hygiene

   e) Turns at end of aisle, entering next aisle - tracking on right

      1) Coffee
      2) Cereals
      3) Cookies

   f) Turns at end of aisle, scanning on right

      1) Pop
      2) Chips
      3) Bread

9. Pushes cart past dairy products -
   NOTES - During procedure steps, as student locates items corresponding to picture list:

   1) Student should match picture to item
   2) Secure item in cart
   3) Remove picture from need side and place on bought side of list

   If possible, place on grocery item in book from each aisle (department.)

H. The student safely stores food

1. Tell the student that he will have to make decisions about where in his residence to store food. Explain that it is important to his health and safety to store food safely. Also point out that it is generally advisable to store foods in the same manner that they are stored in stores and supermarkets. Take the student on a trip to the supermarket, and visit those sections where there is a direct relationship between storing at home and at the store. Include:

a) Canned goods and food jar sections
b) Freezer compartments
c) Refrigerated sections

Explain that unopened canned foods and foods in jars are stored on shelves in the store and at home. Caution the student that once canned foods and foods in jars are opened, they must be stored in the refrigerator. Point out that products stored in freezer compartments in the store should be stored in the freezer at home.

I. Storage game

Kitchen representation (drawing of kitchen on tag board)
Grocery bag
Food item representation (cutouts of advertisements in magazines)

Introduction:

1. Discuss kitchen storage areas
    a) Cupboard-boxed foods/canned goods
    b) Refrigerator-foods that need to be cold
    c) Freezer-frozen foods (cold as ice)

2. Have student locate each storage area on board.

3. Students should then pick 6 items and place in grocery bag.

4. Student should then name items they have picked (rotate so student participation is continuous).

5. Students should then take turns placing items away in the kitchen.

6. Encourage student to express where they are placing items and why.

XI. Department Store

A. The student locates a desired floor, using the department store directory

1. Take the student on shopping trips to department stores. Show the student places where directories are located. When you return to the learning area or classroom, make an experience chart (Figure 13) that lists the major categories (departments) and their floor locations. For each category, list the items that might be found in the department.

2. Review the chart, and play the "Category" game. In this game, you give the student a word or picture, and he must name its category. As a variation, give the student a category and ask him to name two or three examples.

3. Take trips to department stores. Give the student a short shopping list, and ask him to locate the floor where he will be able to find each of the items. Supervise and assist him if necessary.

4. Take the student shopping for clothing. REmind him to take his Clothing Size Chart. Once he checks his chart and decides what he needs to purchase, tell him to find the location of the department it is in, using the store directory.

HOUSEWARES	TOYS	STATIONERY
Pots	Dolls	Envelopes
Pans	Games	Writing paper
Glasses	Toy cars	Greeting cards
Dishes	Balls	Notebooks
Kitchen utensils	Bicycles	Address books
	Wagons	

Figure 13. Department store categories chart.

B. The student purchases needed articles and services

1. Set up "stores" within the classroom or learning area. Place articles having price tags on various tables or shelves representing department stores, clothing stores, record stores, drug stores, etc. Give the student a list of articles to buy and money with which to purchase the articles. Check to be certain the student purchases each item on his list and is able to pay for it with money he has.

2. Take the student on a field trip to a barber shop or beauty parlor. Explain to him what the barber or hairdresser is doing, point out how the customers are acting (while being barbered as well as waiting), and show the student where prices are listed. If there is no price list, remind the student that he should ask the price of a haircut or hair styling before he has it done and check to be certain he has enough money to pay for it.

3. Take the student on a field trip to a shopping center that has a variety of shops. Prepare a list of needed articles for him. Tell the student to make his purchases and to check to be certain he has enough money to pay for each item.

4. Arrange for the student or a group of students to attend a concert, movie, or ball game that will require the purchasing of tickets. Take them to the ticket office prior to the event or on the night of the event, depending upon when the tickets may be picked up. Remind the student to check the amount of money he has to be certain he can pay for the ticket.

5. Arrange for the student to take non-washable clothing to the cleaners or dry cleaning machine. Tell him to ask the person in charge the price for the cleaning, when it will be ready for pick-up, and for a receipt for the clothing he has left to be cleaned. Tell the student to check his money to be sure he can pay for his cleaning.

6. Take the student to a shoe store to purchase a pair of shoes. Remind him to tell the shoe clerk what type of shoe he wants and approximately how much he wants to pay for them. As the student tries on shoes, ask him how they feel and if he likes them. Once he has made his choice and paid for it, instruct him to wear his old shoes home and to carry the new ones. Tell the student when he is home to wear his new shoes, walking only on carpeted areas, until he is sure the shoes are comfortable. If the shoes are not comfortable tell him to return them to the store.

7. Give the student a list of things to buy, and let him purchase any needed articles or services as independently as possible.

XII. Clothing Sizes

A. The student purchases appropriate size clothing and shoes

1. Make a list of clothing the student should have on hand, including shoes, socks or stockings, undergarments, and outer garments. The list should include the quantity of each article required to meet the student's individual needs. Help the student to determine the colors, fabrics, and styles that best suit his needs, age, body type, and coloring.

2. Make a clothing chart (Figure 14 or 15) to which the student may refer for the purpose of determing what articles of clothing he needs to purchase. This chart should include the size the student wears in each article, the quantity he should have, and the price range for each item. The price range should be appropriate to his economic status. Update the chart periodically for size and price changes. Use pictures or clothing rather than the written word for non-readers. Make a large chart for classroom use and a pocket size one for shopping use. (See Figure 14 or 15)

3. Use fabric samples in the classroom for students to practice color matching (prints, solids, plaids, checks.)

4. Be sure that there are a variety of sizes. Give the student a shopping list and his clothing chart. Tell him to find the listed articles in his size. Role play a shopping trip. Put price tags on the clothing, give the student money to work with, ask him to decide what he can afford to buy, and to pay for it.

5. Take the student on a shopping trip to a clothing or department store. Make up a shopping list, and be sure the student takes it, his clothing chart, and the amount of money he has to spend on his purchases with him to the store. Demonstrate how to ask for help from a clerk. If the student is unable to speak, ask him to show the salesperson a picture of the article desired or to point to the item if it is on display. Indicate that he should use gestures to make himself understood. Tell the student to choose the items he likes, check their sizes to see if they match the sizes on his chart, and check the price of each item to see if it is about the same as the price on his clothing size chart. Finally, tell the student to check his money to see if he can afford to buy the items. Once he has done this, tell him to pay the cashier for his purchases. Repeat this procedure for each item the student purchases, gradually allowing him to purchase clothing independently.

6. Take the student to a shoe store to buy shoes or sneakers. Be certain he has his clothing size chart and money before he goes to the shoe store. Once at the store, remind the student to tell the clerk the type of shoe he wants to buy, approximately how much he wants to spend, and to ask to have his foot measured in case the size has changed.

7. Once the student is sure of the shopping routine, allow him to shop independently.

B. The student check size labels when purchasing clothing and household linens

1. Show the student the counters upon which are stacked shirts and sweaters. Assist the student in finding the size notations on the garments themselves and on their

packages. Help the student to find the counters where his size shirts and sweaters are located. Plan shopping trips to buy shirts and/or sweaters. Reward the student for checking and finding correct size notations. Follow same procedure for slacks, blouses, dresses and skirts.

2. Show the student the shelves and bins where undershirts, undershorts, and socks can be found. Assist the student in finding the size notations on the articles themselves and on their packages. Help the student to find the shelf or bin where his size is located. Plan shopping trips, and reward the student for choosing and purchasing the correct size clothing. Follow same procedure for bras, slips and hosiery.

3. Show the student the boxes in which belts are sold and the special revolving racks upon which belts are displayed. Help the student to find the size notations printed on the belt itself, the box, and/or on size tags, and help him to pick out a belt that is his size. Remind the student to check his size chart. Encourage the student to verify the size of the belt by trying it on.

4. Show the student how and where to find size notations on foot-wear: shoes, boots, and assist the student in purchasing these articles in the correct size.

5. Show the student how and where to find size notations on outerwear: car coats, jackets, overcoats, and raincoats. Assist the student in purchasing these articles in the correct sizes. Reward him for trying these articles on to check the size.

Student's name.

Article	Number Needed	Size	Approximate Price
Shorts	10	34	3 3.00
T-Shirts	10	34	3 3.00
Socks	10	9½	89 each
Work Shirts	5	Medium	6.00
Work Pants	3	34-Regular	9.00
Pajamas	2	Medium	7.00
School Shirts	5	Medium	7.00
School Pants	3	34-Regular	10.00
Sport Jacket		34	30.00
Winter Coat		34	55.00

Figure 14. Clothing chart idicating sizes, numbers, and prices.

CLOTHING PICTURES AND SIZES

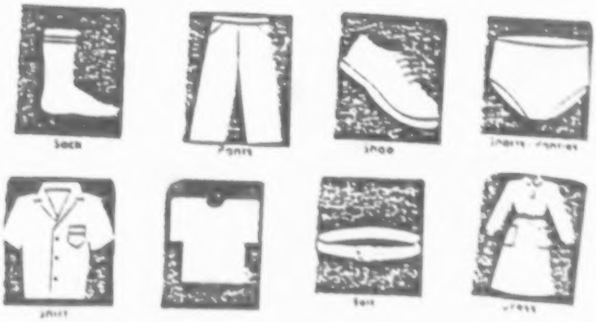
BOYS

T-shirt
Undershorts
Socks
Shoe
Slacks
Shirt
Belt

GIRLS

Bra
Underpants
Socks
Pantyhose
Slip
Dress
Skirt
Blouse
Slacks
Shoes

Figure 15. Clothing pictures and sizes.


Sock
Pants
Shoe
Shorts-Panties
Shirt
Belt
Dress

XIII. Coin Usage in Vending Machine

A. The student identifies and names the basic coins: penny, nickel, dime, and quarter

1. Show the student the most commonly used coins. Tell the student to look at the coins, pick them up, and feel them. Point out that some have different colors and some are larger and smaller than others.

2. Place a penny and a nickel on a table in front of the student. Point to the penny, and say, "This is a penny." Ask the student to pick it up, examine it, and repeat the sentence. Repeat this activity using the nickel.

3. Place several pennies and nickels in a pile in front of the student, and ask him to give you all the pennies and then all the nickels. Place a penny, nickel, dime, and quarter in front of the student. Tell him to give up a specific coin, and reinforce him if he does so.

4. Take the student to a store that sells articles or food for a penny, nickel, dime and quarter. Pick out several items, and tell the student what each item costs. Give him a small amount of change, and tell him to show you the coin needed to pay for each item you show him. Take the student to the cashier, and tell him to pay for each item by giving the cashier the appropriate coins.

5. Play a Bingo game using pennies, nickels, dimes, or quarters. Use the coin instead of markers to cover the numbers as they are called. First, use all pennies, then all nickels, etc. At a later time, tell the student that you want to play a Bingo game with him and that he should get all pennies or nickels, etc., from a specified place in the room. Then play the game. If the student gets all of one coin and can name that coin, reward him appropriately.

6. Take the student to a post office or store that has a vending machine for stamps. Point out that in order to receive the stamps, he must place a specific type of coin or coins in the slot. Provide him with a small amount of change, and tell him you want him to place a penny, nickel, dime, and/or quarter into the machine for the specific number of stamps you desire. Reward the student if he identifies the correct coin(s) and ask him to put the coin(s) into the stamp machine.

7. Obtain or construct simple boxes that have covers on them. These may be little cardboard jewelry cartons such as those used for bracelets or necklaces. Cut a slot or opening in the top of the box, and glue a specific coin by the opening. Point out that this box is a bank just for that specific type of coin. Obtain or construct several

boxes, each one for a specific type of coin. Place a large bowl of assorted coins in front of the student, and tell him that you want him to place each coin in the corresponding bank box. Tell him to match the coin he wants to put in the box or bank to the one on the cover. As the student is performing this activity, ask him which coin he is placing in the box.

8. Each day, tell the student to show you his lunch money. For those who do not have or bring in lunch money, provide them with some money. Tell the student to place his money on the table and to tell you how many pennies, nickels, dimes, and quarters he has. Assist him when necessary, and reinforce when he does the task appropriately.

9. Give the student a selection of coins. Tell him to put his money on the table. Hold up a penny, and say, "Who has a penny?" Encourage the student to point to his pennies and say, "I have a penny." Tell him to point to pennies until he is able to identify this coin. Repeat with the other coins.

10. Fill a large bowl or dish with coins. Tell the student to separate the pennies, nickels, dimes, and quarters into different piles. Continually check on the student by asking him which coins he is placing into which piles.

11. Play "Musical Money." Stand students in a circle. Place real coins or pictures of a penny, nickel, dime and quarter at various points on the circle. It is always best to use real coins. When the music stops, tell the student to stop at the picture he is closest to. Tell him to identify the coin. If he does so, tell him he can stay in the game. If he is unable to, tell him that he must stay out of the game for the time being.

3. The student operates vending machines

1. Take the student to an automat or lunchroom with vending machines. Demonstrate operating the various types of vending machines, including those with push buttons and pull out type knobs. Insert the appropriate coin or coins into the coin slot, pointing out the printed words or numbers on the slot that indicate the coin or total amount of coins needed to activate the vending machine. Make your selection and operate the machine, pointing out to the student the printed words or pictures that indicate each selection. Tell the student to imitate your actions and to practice operating vending machines.

2. Bring boxes with coin size slots cut in them into the classroom or learning area. Stand them at an angle and a height that approximate the coin slot of a vending machine. Demonstrate inserting coins into the slot. Tell the student to imitate your actions and to practice dropping coins into the slot.

3. Make flashcards reading 5¢, 10¢, 25¢, nickel, dime, and quarter, and practice with the student until he can discriminate them.

4. Show the student nickels, dimes, and quarters, and drill until the student can discriminate them.

5. Give the student a quantity of nickels, dimes, and quarters. On the table or desk in front of the student, place flashcards reading 5¢, 10¢, 25¢, nickel, dime, and quarter. Tell the student to place the coins on the corresponding flashcards, i.e., nickels on the flashcards that say 5¢ and nickel. Practice.

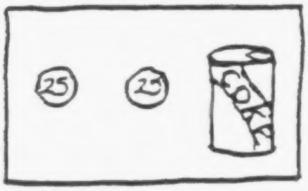
6. Following the directions in Activity 2, construct coin slot boxes. Beneath each coin slot, print a money amount, i.e., "Insert 10¢ or "Insert nickel." Give the student a change purse containing variety of coins, and tell him to read aloud the words beneath the coin slot and to insert the appropriate coin or coins. Practice.

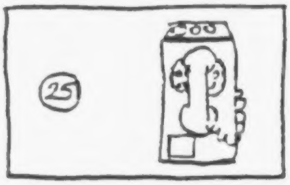
7. Make flashcards of the words INSERT COIN, COIN RETURN, and any other words that appear on vending machines the student will be using. Practice with the student until he recognizes these words.

8. Take the female student to a bathroom with a sanitary napkin vending machine. Read the words or numbers beneath the coin slot, and choose the appropriate coins. Insert the coin into the coin slot. Grasp the handle, and turn it until the sanitary napkin is released. Tell the student to imitate your actions and to practice operating the sanitary napkin vending machine.

9. Take the student out to lunch at an automat or cafeteria with vending machines. Tell the student to find the coin slot, and then read aloud to him the numbers or words that tell what coins the student needs. Once he has selected his coins, tell him to read aloud the words indicating the selections available to him and to choose one. Help the student as he inserts the coins and selects his choices. Practice whenever possible.

   a. Make vending machine cue cards for various items. See Figure 16.





b. Have student carry 9 dimes and 1 nickel - 95¢. At vending machine look at price - example 30¢ look at 3 then count out 3 dimes. If the student looks at the next number and it is 0, then no more coins. However, if the number is a 5, ex.- 35¢ - then use the nickel.

XIV. Eating in Cafeteria

A. The student identifies foods and food prices on a cafeteria bullentin board

1. Make a list of the student's preferred foods. Include snacks as well as foods that are parts of meals. Place pictures of the food next to the words on the list to help the student to identify the words. Remove the pictures as soon as the student identifies the words and no longer needs the picture cues. Set up a simulated cafeteria bullentin board. List the preferred foods and prices that are comparable to cafeteria prices in the area. Review identifying prices when written as numerals.

2. Once the student is successful at identifying his preferred foods as listed on the simulated bullentin board, add other foods.

3. Take the student to a cafeteria for a snack. Tell him to check to see if he has identified the words correctly by looking at the food displays.

4. Take the student to a cafeteria for a full course meal. Assist the student in selecting foods for his meal that are nutritious, well balanced, and within his budget. Encourage him to eat and drink as independently as possible.

5. On the simulated cafeteria bulletin board, list the meal that is to be served in the school or residence cafeteria, including beverages and desserts. Ask the student to read the bulletin board. Change the bulletin board each day. Tell the student to read the bulletin board aloud. Offer help when necessary. For the student who has difficulty identifying the words, place pictures next to the words. Once the student is familiar with the words, remove the picture clues. Practice daily.

XV. Eating in Restaurant

A. The student uses a menu to order meals at restaurants

1. Ask local restaurant managers and owners to give you copies of old menus. Use these menus as models when constructing food charts. Begin by writing down the names of the student's preferred foods because he is more likely to learn these words first. Ask the student to help you to construct the charts. Tell him to leaf through newspapers and magazines to find pictures of food. When he shows you a picture, assist him in cutting the picture out and in pasting it on the food chart next to its name. Use the

and take his order. Offer assistance when necessary. Serve the meals, and encourage the student and his peers to continue as they would in a restaurant. Practice using menus whenever possible.

4. Ask the students to contribute 50¢ a week for a number of weeks, or ask the parents to send in money to be used to buy a restaurant meal. Lunch is usually less expensive for a class meal. Take the student to a restaurant, and let him order from the menu. Remind him to request help reading the menu, if necessary. Ask him to eat his meal and to pay for it.

5. Plan a field trip to a fast food or take-out restaurant. Walk the student through, and assist him in ordering and paying for the food.

6. Take the student to lunch at a fast food or take-out restaurant. Tell the student to check the amount of money he has to be sure he can pay for what he wants to buy. Once this is done, allow the student to order and to pay for his food independently.

7. Encourage the student to eat in restaurants, fast food places, and take-out stores as part of his social skills development and interpersonal relationships.

XVI. Eating in Fast Food Restaurants

Materials: McDonald's menu
Communication Cards
Money ($2 each student)
McDonald's food carton representations
Napkin holder

A. Group Activity

1. Sequence events of McDonald's
   - a. Discuss each picture (Not necessarily in sequence) Encourage appropriate sentence structures
   - b. Place each picture in student's view and assist student in sequencing pictures.
   - c. After pictures are sequenced:
     1. Go through each picture again (what's happening?)
   - d. Pass out communication cards for ordering
     1. Have students identify pictures and verbalize if possible.
   - e. Pass out money
     1. Have students identify money amounts.

B. Rehearsal Activity Set Up

1. Set up for staff

    a. Counter set-up with mock item packages from McDonald's

    b. Enough change behind counter to use for orders

    c. Napkin holder in view on counter

    d. Designate counter personnel

    e. 1 to 2 staff members to work with students (in hall - while ordering)

    f. Students should enter 2-3 at a time (so waiting turn concept can be encouraged)

    g. Set up chairs in booth fashion throughout the room

C. Rehearsal Procedure

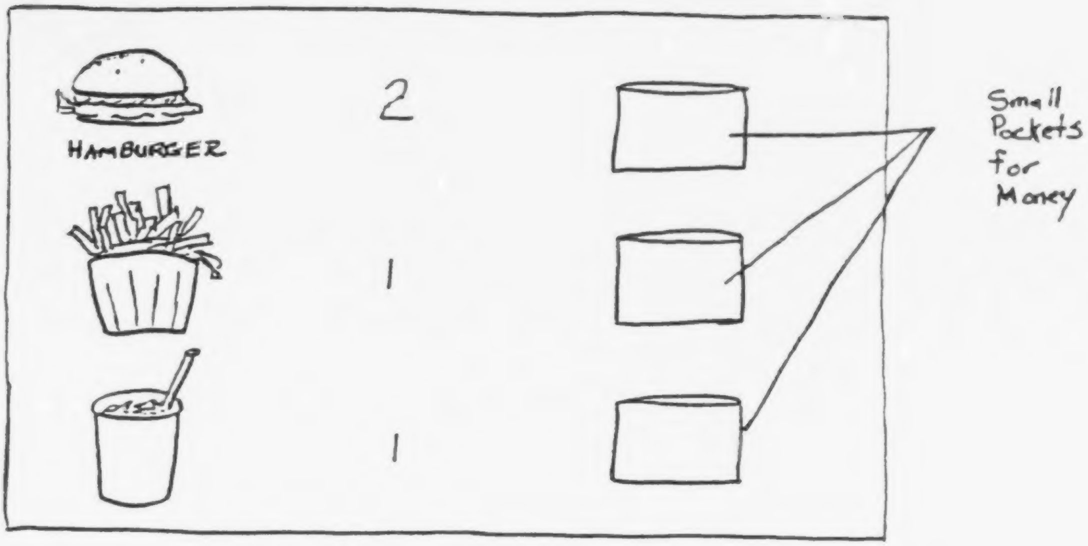
1. Students/designated staff line up outside room
2. Students enter room 2-3 at a time (staggered)
3. Wait in line appropriately
4. Verbalize and/or present card to counter personnel for order
5. Wait appropriately for order
6. Pay cashier total when order received
7. Get napkin
8. Say thank you
9. Student locates seat/booth in mock McDonald's

*Service personnel behind counter encourage appropriate language, i.e.,

1. Vary language cues
2. Staff-do not respond with items unless reponses, either verbally or communication card usage, are itelligible to counter personnel.
3. Give student opportunity to act as independently as possible.

D. Have a cue card made up for a fast food restaurant. See Figure 17.

Figure 17


HAMBURGER
2
1
1
Small Pockets for Money

1. The student looks at the number beside each picture and puts that many dollar bills in the pocket. The student then removes all dollars from the pockets and places the money in his wallet.

XVII. Post Office

A. The student identifies times of mail pickup on mailbox schedules

1. Show the student mailboxes that are used for the deposit of mail. Help the student to differentiate between those that are mail pickup stations and those used for storage (usually of a different color and without an opening at the top).

B. The student identifies the correct value of stamps needed to mail letters and greeting cards.

1. Show the student samples of the correct value of stamps needed to mail letters and greeting cards within the continental United States. Once you have introduced stamps of the correct value, ask him to pick out the correct value of stamps from samples of different values of stamps. Include stamps that are not postage stamps (trading stamps), and reward him for selecting postage stamps of the correct value.

2. Show the student the number of sheets of paper that he can put in an envelope without requiring additional postage. Whenever the student needs to mail letters, ask the student, first, to count the number of sheet of paper in the letter, second, to find the stamps, third, to put the correct value of stamp on the letter, fourth, to verify the address on the envelope, and fifth, to mail the letter.

3. Prepare a variety of greeting cards for mailing, and ask the student to put a stamp on each envelope.

4. Encourage the student to buy stamps by the booklet.

XVIII. Using the Laundromat

A. The student operates coin-operated washers and dryers

1. Take the student to a laundry room, laundromat, or area where there are coin-operated washers and dryers. Show the student the various parts of the machines: the washer (lid, control dial, agitator, etc.) and the dryer (timer, door, temperature dial, and starter button). Point out the words written on the washer and dryer.

2. Make large, simple cardboard washer and dryer control dials (Figures 18, 19, and 20), and ask the student to read aloud the words and numbers found on the dials. The dials on coin-operated wahsers and dryers may vary, but most

will use the same words. Check the machines the student will be using for the exact types of dials and written words they have so that your sample dials will resemble the real dials as closely as possible. Practice.

3. Make flashcards of the words found on coin-operated washers and dryers. Drill the student until he identifies the words. Practice.

4. Bring boxes with coin size slots cut in them into the classroom or learning area. Stand or tape them at an angle and a height that approximate the coin slot of washers and dryers. Beneath or beside each coin slot, print a money amount, i.e., "Insert 10¢," "Insert 35¢", and the words indicating the types of coins the machine will accept, i.e.,

Insert 10¢	Insert 35¢
Dime	Quarters
	Nickels
	Dimes

Give the student a change purse containing a variety of coins, and tell him to read aloud the words and numbers beneath the coin slot and to insert the appropriate coin or coins. Practice.

5. After physical education activities, tell the student to take his gym clothes and those of his peers to the laundry room for washing. If there is no laundry room, take the student to a laundromat. Tell the student to lift the lid of the washing machine and to put the soiled gym clothes into the washer. Pour in detergent (buy the pre-measured packages at the laundromat to avoid measuring). Close the lid. Find the water temperature selector, and turn it to the appropriate water temperature. Point out the control dial. Tell the student to read aloud the words on the control dial and to choose the cycle he wants by grasping the knob of the control dial and turning to the word indicating the desired cycle. Insert the appropriate coins to activate the machine. When the machine stops, remove the clothes, and put them into a dryer.

6. Tell the student to place the clothes into the dryer and to close the dryer door. Tell the student to find the temperature dial, lever, or timer and to read aloud the words on it. The temperature dial or lever should be set at:

Cool	Warm	Hot
Low	Medium	High

The timer should be set at 30 minutes, or whatever time it takes to dry the load of clothes. Tell the student to grasp the lever or knob and to set the temperature or timer by turning the knob or lever to the words or numbers that indicate the temperature or time he wants. Tell the student to find the coin slot and to read aloud the words and numbers indicating the amount of moeny and type of coins needed to run the machine, i.e., "Insert 10¢." Tell the student to choose the appropriate coin or number of coins and to insert it (them) into the slot to start the machine. Remove the clothes when they are dry.

7. Tell the student to bring his laundry to school and to wash and dry his laundry in the laundry room. At other times, take him to the laundromat.

8. Encourage the student to wash and dry his clothes at the laundromat or in the laundry room if he does not have a washer and dryer at his home or residence.

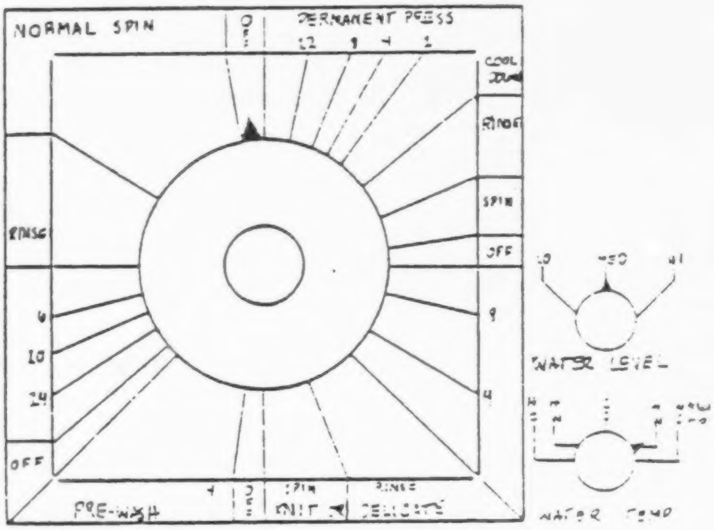

NORMAL SPIN
OFF
PERMANENT PRESS
12
8
4
1
COOL DOWN
RINSE
SPIN
OFF
8
4
RINSE
6
10
24
OFF
PRE-WASH
4
OFF
SPIN
KNIT
RINSE
DELICATE
LO
MED
HI
WATER LEVEL
WATER TEMP

Figure 18. Washer control dial.

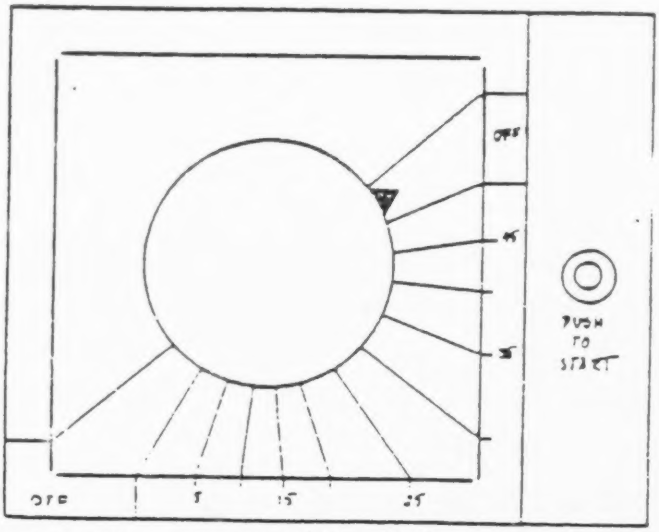

OFF
45
35
OFF
5
15
25
PUSH TO START

Figure 19. Dryer with dial control.

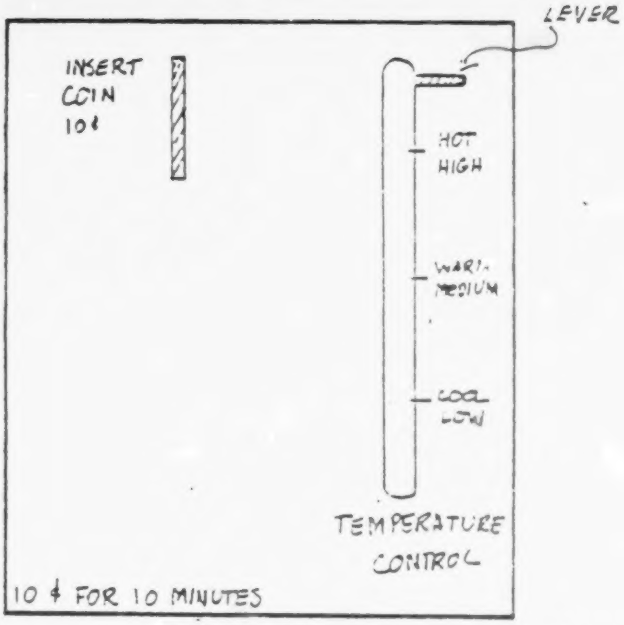

LEVER
INSERT COIN 10¢
HOT HIGH
WARM MEDIUM
COOL LOW
TEMPERATURE CONTROL
10¢ FOR 10 MINUTES

Figure 20. Dryer with lever.

XVIIII. Bowling

Materials: Shoe size cards
$1 for each student
Bowling pins
3 balls: 1 heavy and 2 light (more if possible)
Line on floor
Shoes - various sizes

A. Group Activity

1. Pass out shoe cards.

2. Students should identify size.

3. Pass out money (students who do not have a pocket/ wallet/purse have an envelope with his/her name on it).

4. Student should match/identify money amount.

B. Rehearsal Activity set up for Staff

1. 2 mock lanes with tape for foul lines

2. Designate counter personnel to pass out shoes and take money.

3. Have on hand enough extra pairs of shoes.

4. Designate 2 teams for bowling.

5. Have balls (heavy/light) available.

6. Students should wait outside room with one/two staff members.

7. Students should enter one at a time (stagger so waiting in line can be worked on).

8. One staff member stationed at lane area for assistance.

9. Set up 4 chairs for each lane area

C. Student Activities

1. Enter mock bowling alley and move to counter.

2. Communicate to cashier need for shoes - verbally or with shoe card.

3. Secure shoes.

4. Take shoes to lane area and change shoes.

5. Get a ball (discriminate heavy-light).

6. Wait for team to complete steps above.

D. Rehearsal Procedure

1. Wait turn appropriately.

2. Take turn bowling - encourage concept of 2 rolls per turn.

3. After mock game is completed:

    a. Change shoes.
    b. Return shoes to counter.
    c. Return to lane area and return ball.
    d. Go to counter and pay for game(s) (communicate to personnel number of games played).
    e. Leave alley.

SAMPLES OF ECOLOGICAL SURVEY

PIZZA HUT

Store Front

Left	Right
Entrance	Entrance
Counter (cashier and ordering)	Bathrooms
Video games - 2 seats	Juke box (1)

Store Center

Salad Bar

Store Back

Four booths	Four booths
Five tables	Five tables

Barber Shop

Store Front

Waiting room - chairs and couch

Cashier - at table

Store Center

Left	Right
Four dryers	Three chairs - haircutting

Store Back

	Right
	Three hair washing Seats

BOWLING ALLEY

Front Center

Left

Entrance

Right

Video game room
Pool room

Center

Left

Concessions

Right

Cashier/Shoes

Back

Left

1-13 lanes

Right

14-26 lanes

RICH'S

A. Basement

Center Front

Left	Right
Budget men	Budget women

Center

Notions
Budget shop

Budget girls

Back

Escalator

Books
Cameras
Elevators
Towels

Kitchen Equipment
Sheets

B. Main Floor

Center Front

Entrance to Mall

Left

Perfume, Face and
Skin Care

Right

Lingerie
Elevators

Jewelry

Escalator

Better dresses

Handbags
Shoes
Sportswear

Store Back

Ladies Sportswear	Ladies petite
Mens Sportswear	Maternity
Mens dress wear	Boys clothing
	Girls clothing
	Infants

Second Level

Center Front

Left	Better Furniture	Right
	Center	
TV	Escalator	Household
Stereo	Gifts	
	Back	
Carpeting		

SAMPLES OF ENVIRONMENTAL INVENTORIES

SIT DOWN RESTAURANT - PIZZA

I. Functional Object Use

Doors - push, pull
Napkin Dispenser
Dryer
Towel Dispenser
Condiment Bar
Salt and Pepper Shakers
Toilet paper/flusher
Faucets
Curbs
Video Games
Juke Box

Department
Bathroom

II. Skill Areas

Reading Picture book for non-verbal

Menu
Men
Women
Pizza (Name)
Wait to be Seated
Seat Yourself

Math

Price Reading
Register Total
Pay Bill

III. Language

Asking for Information
Responding to Questions
Appropriate conversation, language, with service personnel, peers, friends
Pictorial Order Card for non-verbal

IV. Conceptual Judgement

Size/Quantity to buy
Decide lunch vs. dinner, and time of day to order
Money usage - how much can you buy with amount you have
Decide who, when to ask for assistance
Orientation/mobility in dining area

V. Normalization

Good Manners

Dresses appropriately
Waits in line appropriately

Appropriate language and tone of voice
Doesn't loiter

BARBER SHOP

I. Functional Object Use

Equipment

Hair washing chair
Hair cutting chair
Doors
Apron
Flusher/toilet paper
Towel dispenser
Faucets
Hand dryer

Departments

Waiting area
Hair washing
Hair cutting
Bathroom

Miscellaneous

II. Skill Areas

Reading

Pictoral

Barber Shop Name or Sign
In
Out
Open
Closed
Out to Lunch

Math

Pay Bill
Use of Calculator

III. Language

Ask for Information
Respond to Questions
Appropriate conversation, language with service personnel
Conversation and language with peers

IV. Concept Judgement

Deciding if bill will be less than money you have
Telling barber how much to cut

V. Normalization

Good Manners

Dresses appropriately
Waits appropriately
Appropriate language/tone of voice

BOWLING INVENTORY

I. Functional Object Use ADAPTATIONS

Equipment

- Pull-Push Doors
- Snack Machines
- Napkin Dispensers
- Menu
- Salt/Pepper Shakers
- Water Fountain
- Stools/Swivel
- Ball Rack
- Ball Return/Air Dryer/ Reset Button
- Bowl Ball Arcade/ Rec-Games
  - Pinball
  - Pool
  - Air Hockey
- Soap Dispenser
- Towel Dispenser
- Air Dryer in Bathroom
- Toilet Paper Dispenser/ Flusher
- Locks on Door/Skills
- Score Sheet

Departments

- Service Counter
- Arcade
- Bathrooms
- Snack Bar
- Bowling Lanes
- Lobby

II. Skill Areas

Reading

1) Men
2) Women
3) Pop Machine
   - Price
   - Coke
   - Sprite
   - Tab
   - Orange
   - Rootbeer
   - Grape
   - Change Return
   - Coin Slot
4) Snack Machine
   - Coin Slot

Change Return
I.D. of items in machine
Price of Items

5) Cash Register Total
6) Menu at Snack Bar

Math

Price Reading
Ball size/weight
Pay bill
Shoe size
Prices in Snack Machine
Using Pin Indicator/ Read Number
Adding Scores/Use Calculator
Concept - 2 turns

Writing

Names of Score Sheet
Number of Pins Knocked Down

III. Language

Asking Information/Obtaining Necessary Materials from Service Desk
Responding to Questions of Service Personnel
Appropriate Conversational Language with Service Personnel
Appropriate Conversational Language with Peers/Friends
Ordering

IV. Conceptual Judgement

Decide weight/finger size of ball
Decide number of games to play with money and time available
Decide who/when to ask for assistance
When to use reset button
Whose turn it is
Orientation/Mobility In Bowling Alley
Using Own Ball
Concept - 2 turns

V. Sensory Motor

Motoric
Auditory
Visual

-Bowling Ramp
-Tactile cues/orient/mobility for non-sighted. Possibility for line guide.

VI. Normalization

Good Manners

Dresses Appropriately
Waits in Line Appropriately
Appropriate Language/Tone Of Voice

Ball Usage

Use finger holes
Roll ball appropriately

RICH'S

I. Functional Object Use

Door
Water Fountain
Shopping bag dispenser
Escalator
Elevator
Flush/toilet paper
Hand dryer
Soap dispenser
Faucet

Departments

Men
Women
Boy
Girl
Infant
Furniture
Shoes
Household - Kitchen
Gifts
Cosemetics
Sportswear
Household goods
Sewing notions
Budget
Book
Dressing Rooms

Miscellaneous

Obstacles
Aisles
Hallways

II. Skill Areas

Reading

Push - Pull
Store Directory

Picture Book for non-verbal

Math

Elevator Numbers
Read Prices
Pay bill
Use of calculator

III. Language

Ask for Information
Respond to Questions
Appropriate conversation, language with service personnel
Conversation, language with peers

IV. Conceptual Judgement

Size and quantity to buy
Deciding if bill will be less than money you have
Orientation/mobility in aisles

V. Normalization

Good Manners

Dresses appropriately
Waits in line appropriately
Appropriate language/tone of voice

Examples of Environmental Inventories

GROCERY STORE INVENTORY

I. Functional Object Use

Equipment

Grocery Carts
Automatic Doors
Water Fountain
Scales
Plastic Bag Dispenser
Pop Machine

Departments

Produce
Meat Department
Flower Department
Canned Goods
Dairy
Frozen Foods
Bread
Service Counter
Lunch Meats/Cheese
Clothing
Hardware
Misc. Household Items
Games/Toys

Miscellaneous

Aisles
Receipt
Paper Bag

II. Skill Areas

Reading

Eagle
In
Out
Dairy
Produce
Frozen Food
Express Lane

-for reading, picture representations for matching are used

-pictorial grocery list

Math

Numbers Above Aisles
Price Reading
Paying Bill
Counting Items
Weight/Measurements
Use of Calculator

III. Language

Ask for Information
Respond to Questions
Appropriate Conversational Language with Service Personnel
Conversational Language with Peers/Friends

IV. Conceptual Judgement

Size and quantity to buy
Cart usage so not to block traffic
Choosing correct line for pay (express vs. regular)
Deciding if bill will be less that money you have
Orientation/Mobility in asiles

V. Sensory Motor

Motoric
Auditory
Visual
no special skills necessary

VI. Normalization

Good Manners

Dresses appropriately
Waits in line appropriately
Appropriate language/tone of voice

FAST SERVICE RESTAURANT INVENTORY

McDonald's

I. Functional Object Use

Equipment

Doors - pull/push
Napkin Dispenser
Tray
Trash Dispensers
Hand Dryer
Towel Dispenser
Condiment Bar
Salt/Pepper Shakers
Toilet Paper/Flusher
Faucets
Curbs

Departments

Counter
Condiment Bar
Tables
Booths
Smoking/Non-Smoking Areas
Bathrooms
Drive-Up

Miscellaneous

Paper Bags
Carry-Out Trays

II. Skill Areas

Reading

Men
Women
McDonald's
Menu
Place trays here
Trash

-picture representations used for match

Math

Price Reading
Register Total
Pay Bill
Counter Items Ordered

III. Language

Asking for information
Responding to questions
Appropriate conversational language with service personnel, peers/friends

-pictorial order card for non-verbal students

IV. Conceptual Judgement

Size/quantity to buy
Decide breakfast vs. lunch foods and time of day to order
Choose correct/shortest line
Money usage - how much can you buy with amount you have
Decide who/when to ask for assistance
Orientation/Mobility in dining area

V. Sensory Motor

Motoric
Auditory — no special needs
Visual

VI. Normalization

Good Manners

Dresses appropriately
Waits in line appropriately
Appropriate language/tone of voice
Cleans up after self
Doesn't loiter

APPENDIX

APPENDIX - A. DATA SHEETS

NAME: Joe Smith

Objective:
The student will locate, using a pictorial grocery list 5 food items. 3/5 Correct For 3 consecutive dates.

	Date: 10-11	Date: 10-13	Date: 10-15	Date: 10-18	Date: 10-20
6 independent	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 [✓ 4] [✓ 5] 6 7 8 9 10	[✓ 1] 2 [✓ 3] [✓ 4] [✓ 5] 6 7 8 9 10	1 2 [✓ 3] [✓ 4] [✓ 5] 6 7 8 9 10
5 social/emotional	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	[✓ 1] 2 3 4 5 6 7 8 9 10
4 verbal	1 [✓ 2] 3 4 [✓ 5] 6 7 8 9 10	1 2 [✓ 3] [✓ 4] [✓ 5] 6 7 8 9 10	1 [✓ 2] [✓ 3] 4 5 6 7 8 9 10	1 [✓ 2] 3 4 5 6 7 8 9 10	1 [✓ 2] 3 4 5 6 7 8 9 10
3 physical	[✓ 1] 2 [✓ 3] [✓ 4] 5 6 7 8 9 10	[✓ 1] [✓ 2] 3 4 5 6 7 8 9 10	[✓ 1] 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
2 attended	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
1 cannot/did not	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Item1 Item2 Item3 Item4 Item5	Item1 Item2 Item3 Item4 Item5	Item1 Item2 Item3 Item4 Item5	Item1 Item2 Item3 Item4 Item5	Item1 Item2 Item3 Item4 Item5

6 independent	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
5 social/emotional	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
4 verbal	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
3 physical	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
2 attended	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
1 cannot/did not	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

Comments:

NAME: [illegible]

EFFECTIVE: Objective: The Student will refrain from waving to Strangers during a 30 minute Street crossing activity 2 or less times for 3 consecutive dates

10/11	10/13	10/15	10/18	10/20	10/22	10/25	10/27										
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	0	0	0	0	0	0	0	0	0	0
①	①	①	①	①	1	①	1	1	1	1	1	1	1	1	1	1	1
②	②	②	②	2	2	2	2	2	2	2	2	2	2	2	2	2	2
③	③	③	③	3	3	3	3	3	3	3	3	3	3	3	3	3	3
④	④	④	④	4	4	4	4	4	4	4	4	4	4	4	4	4	4
⑤	⑤	⑤	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
⑥	⑥	⑥	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
⑦	⑦	⑦	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
⑧	8	⑧	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
⑨	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
⑩	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
⑪	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

APPENDIX B

Direction Sheet, Coversheet, Parent Interview, Student's Immediate Neighborhood Interview, Assessment

To complete page #1

#3 Assessment Plan will be the results of your assessment and the objectives

#4 Parent consent will be permission to participate in community skills activities - i.e. sign the assessment - short term objectives

#5 Assessment of basic functions:

- a. Speech and language-does student need an ID, or communication board-is student under verbal command control?
- b. Motor-does student receive OT or PT-does student have difficulty walking on different surfaces or climbing stairs or getting on an escalator?
- c. Social emotional-does student have frequent outburst or tantrums, how are they handled? Inappropriate touching?
- d. Medical-is student on medication? If so what time does it need to be given.
- e. Self help-is student independent in toileting, eating? What is toileting schedule or feeding schedule? Can student put on coat, take off, etc. Practice safety in crossing street, getting on escalator.
- f. Cognitive-can student tell time, count money, pay cashier, ask for help, place an order, read functional words?
- g. Does student have any phobias or fears?

#6 Levels of supervision

Direct - next to
Partial - within close proximity
Indirect - out of student's sight

Just write down what the student is currently working on in these areas.

COMMUNITY SKILLS

PARENT/CARE PROVIDERS INTERVIEW

COVERSHEET

tudent: ______________________ Date of Birth: __________

ddress: ______________________ Telephone(home) __________

______________________ Telephone (work) __________

arent/Care Provider's Name: ______________________

1. Interview Date: __________ Time: ________ Place: __________
2. Interviewer: ______________________
3. Assessment Plan Sent to Parents: Date: ______________________
4. Parent Consent Obtained: Date: ______________________
5. Assessment of Basic Functions:

Assessment	Person Responsible	Status

6. Level of Supervision: ______________________
7. Directions to home: ______________________

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PARENT INTERVIEW

During telephone interview ask the following questions and be sure and get the address.

1. Where do you buy most of your groceries?
2. Where do you buy convenience items? ex. When you run out of milk?
3. Where do you do your laundry?
4. Where do you get the student's hair cut?
5. Where do you go to church? Does student go to church? If so, what kind of activities does he participate in? ex. Sunday School-nursery.
6. Where do you shop for clothing for student?
7. Where do you shop for shoes for student?
8. Where do you go to the doctor for student?
9. Where do you go to the dentist for student?
10. Where do you go to the drugstore?
11. Where would you go to a movie?
12. Where would you go bowling?
13. Where would you go to a sports event?
14. Where would you go to a park?
15. Where does the student play while at home?
16. Which fast food restaurant do you and your family go?
17. Do you eat inside or carry out? Drive in window?
18. Which cafeteria style restaurant do you and family frequently go to?
19. Do you take your family to a formal restaurant? If so, where?
20. Where do you and family go for pizza?
21. Which neighbor's homes do you allow your child to visit independently?
22. Which relatives either babysit for you or you let your child go for an overnight stay without you?
23. Which skating rink would you take your child to?
24. Which arcade would you take your child to?
25. Where do you wash your car?
26. Which mall do you take your child to frequently?

27. Which shopping center do you go to most?

28. Which large department store does your child go to the most?

29. Which hospital would your child go to?

30. Where do you usually buy gas?

31. How do you normally get to these places? (walk, drive, get a ride with a friend)

32. Where do you go to the post office?

33. If your child had a checking or savings account where would it be?

STUDENT'S IMMEDIATE NEIGHBORHOOD INVENTORY

STUDENT: ______________________________ DATE: ______________

ENVIRONMENT	ADDRESS/LOCATION	NOTES

*Address is not immediate neighborhood

General Notes/Reminders:

Key: + can do with verbal prompting

- can only do with complete physical guidance

■ Shaded in total independence

COMMUNITY SKILLS ASSESSMENT

	Date	Date	Date	Date
1. Student actively participates in selection and planning of activity- When given a choice of community activities the student will select the appropriate activity sequence by pointing to pictures. Comment:				
2. Student gathers materials needed for activity-i.e., cash, coins, calculator, shopping lists, cue cards, and I.D. Comment:				
3. Student orders services the facility provides by pointing to cue cards, signing, or verbalizing. Keep in mind the amount of dollars or coins needed--using a calculator or previous counting on a cue board. Comment:				
4. Student pays for services a. Student pays to the nearest dollar b. Student selects coins and puts in slot c. Student secures money from supervisor and pays for purchase Comment:				
5. Student displays appropriate behavior to the situation. Comment:				

Key: + can do with verbal prompting

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■ Shaded in total independence

COMMUNITY SKILLS ASSESSMENT

	Date	Date	Date	Date
6. Student locates/uses restrooms as necessary.				
Comment:				
7. Student displays community safety skills (pedestrian/rider en route, avoidance of strangers, strategies to follow when lost, etc.).				
Comment:				
8. Student crosses only at corners or crosswalks.				
Comment:				
9. Student looks both ways for cars and behind for turning cars before entering a crosswalk or intersection.				
Comment:				
10. Student obeys traffic signals or signs at crossings.				
Comment:				
11. Where there are no sidewalks, student walks on left side of road on highways facing oncoming traffic.				
Comment:				
12. Student stays back of curb while waiting for the light to change, waiting for the bus or ride.				
Comment:				
13. Student dresses appropriately for the weather.				
Comment:				
14. Protects self in community environment: [illegible] Seeks out an adult when an unfamili[illegible]nimal approaches b. Identifies danger signal, [illegible]				

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COMMUNITY SKILLS ASSESSMENT

	Date	Date	Date	Date
d. Refuses ride and/or gifts offered by strangers. e. Avoids approaching or touching unfamiliar animals. f. Seeks nearest known adult upon advances of stranger. g. Avoids known dangerous plants, animals, insects. h. Recognizes common harmful substances even if not labeled (poison, identifies "spoiled" foods). i. Avoids staring at others j. Avoids engaging in inappropriate mannerisms. Comment:				
15. Student follows safety signs and signals, i.e., red lights, exit signs. Comment:				
16. Student enters a post office, purchases a stamp and places on the letter in the correct position and mails in the correct place. Comment:				
17. Student signs a check. Comment:				
18. Student endorses and cashes a check at the bank. Comment:				
19. Student identifies different sections of the store, i.e., produce, frozen foods, meats, dairy, bakery, canned goods, personal hygiene. Comment:				

Key: + can do with verbal prompting

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COMMUNITY SKILLS ASSESSMENT

	Date	Date	Date	Date
20. Pushes a shopping cart without bumping into displays or other shoppers. Comment:				
21. Student uses the appropriate calculator skills in the grocery store using subtraction. Comment:				
22. Student purchases up to five items using the calculator and pay to the next dollar strategy. Comment:				
23. Student identifies different sections of a drug store, i.e., deodorant, shampoos, lotions, feminine hygiene, cough and cold remedies, first aide and toothpaste. Comment:				
24. Student locates four items from a list (written or pictorial cues). Comment:				
25. Student pays for drugstore items using pay to the nearest dollar strategy. Comment:				
26. Student identifies a prescription. Comment:				

Key: | can do with verbal prompting

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COMMUNITY SKILLS ASSESSMENT

	Date	Date	Date	Date
27. Student locates and gives the prescription to pharmacist and waits for it to be filled. Comment:				
28. Student pays for medicine using pay to the nearest dollar concept. Comment:				
29. Student carries three emergency phone numbers in wallet. Comment:				
30. Student uses pay phone for emergency phone procedure. Comment:				
31. Student locates his or her clothing area in a store. Comment:				
32. Student carries a personal data sheet in wallet. Comment:				
33. Student selects appropriate size, tries on and checks fit using the dressing room. Comment:				
34. Student purchases clothing or shoes and pays using pay to the nearest dollar strategy. Comment:				

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COMMUNITY SKILLS ASSESSMENT

	Date	Date	Date	Date
35. Student selects menu items and eats appropriately in a public or school cafeteria. Comment:				
36. Student orders, pays and eats appropriately in a fast food restaurant. Comment:				
37. Student waits to be seated, looks at menu and orders a pizza and drink and engages in appropriate conversation at appropriate level with a fiend in a pizza parlor. Comment:				
38. Student takes ticket to cashier to pay for meal after eating using the pay to the nearest dollar strategy. Comment:				
39. Student locates an item, approaches check out counter and pays to the nearest dollar at a convenience store. Comment:				
40. Student locates an empty washer loads the clothes, measures soap, inserts coins, and washes his clothes. Comment:				
41. Student locates an empty dryer, loads clothes, selects temperature, and inserts money, dries clothes and folds clothes. Comment:				

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COMMUNITY SKILLS ASSESSMENT

	Date	Date	Date	Date
42. Student locates a beauty or barber shop, enters and waits until called, student follows directions during shampoo, cut and pays to the nearest dollar. Comment:				
43. Student puts coins in and makes a selection to use a vending machine from a cue card. Comment:				
44. Student locates the Bowling Lanes and goes in front door and waits for service personnel, student gets shoes, locates ball and locates appropriate lane and takes turn when appropriate. Comment:				
45. Student removes bowling shoes and puts on his shoes and takes score card to front desk to pay for the games bowled. Comment:				

Dear Parent,

After completing the assessment on community skills, it has been determined that your child needs training in the community environment. This class will take place on Tuesdays and Thursdays beginning September 13. A copy of your child's objectives is attached. If you have any questions, please call (number.)

Sincerely,

Child's Teacher

I give permission for ______________________________ to participate in community skills class.

____
Parent/Guardian

____
Date

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